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ABSTRACT

The purpose of this study was to investigate the attitudes of Mexican American and Anglo American students toward speech types that represent different social and ethnic groups. The subjects were 88 Mexican American and 61 Anglo American students in the 3rd, 6th, 9th, and 12th grades in 2 school systems. The technique used was the matched-guise method in which each of several bilingual speakers read different passages in varying languages or dialects. Major findings were that accented English was downgraded by all subjects; that there was little upgrading of any guise by the Mexican Americans, by the females, and by the students in the upper grades; and that there was positive evaluation of Spanish in the upper grades, especially among the Mexican Americans. (PS)

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STANFORD CENTER
FOR RESEARCH AND DEVELOPMENT
IN TEACHING

Research and Development Memorandum No. 107

JUDGING PERSONALITY FROM SPEECH: A PILOT STUDY OF THE ATTITUDES TOWARD ETHNIC GROUPS OF STUDENTS IN MONOLINGUAL SCHOOLS

Robert L. Politzer and Arnulfo G. Ramirez

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Introductory Statement

The Center's mission is to improve teaching in American schools. Too many teachers still employ a didactic style aimed at filling passive students with facts. The teacher's environment often prevents him from changing his style, and may indeed drive him out of the profession. And the children of the poor typically suffer from the worst teaching.

The Center uses the resources of the behavioral sciences in pursuing its objectives. Drawing primarily upon psychology and sociology, but also upon other behavioral science disciplines, the Center has formulated programs of research, development, demonstration, and dissemination in three areas. Program 1, Teaching Effectiveness, is now developing a Model Teacher Training System that can be used to train both beginning and experienced teachers in effective teaching skills. Program 2, The Environment for Teaching, is developing models of school organization and ways of evaluating teachers that will encourage teachers to become more professional and more committed. Program 3, Teaching Students from Low-Income Areas, is developing materials and procedures for motivating both students and teachers in low-income schools.

The study reported herein (from the bilingual education component of Program 3) was conducted in schools with a student population composed of both Mexican-Americans and Anglo-Americans from primarily low-income areas. The study was an attempt to assess the students' attitudes toward ethnic groups through an examination of their reactions to speech samples representative of the linguistic usage of those groups.

Acknowledgments

We wish to acknowledge the help and cooperation extended by all the teachers and administrators of the Redwood City Elementary School District, Redwood City, California, and the San Jose Unified School District, San Jose, who made it possible to conduct the research reported here. In particular, we want to express our thanks to the principals of the schools in which the study was conducted, Mr. Cesar Muñoz-Plaza (Hoover Elementary School) and Mr. Richard Mesa (San Jose High School).

Abstract

The purpose of this study was to investigate the attitudes of Mexican-American and Anglo-American students toward different types of speech representative of different social and ethnic groups.

The subjects were 149 children (88 Mexican-American, 61 Anglo) who were in the third, sixth, ninth, and twelfth grades (N=31, N=56, N=32, N=30) in two school systems. All subjects were in regular (not bilingual) school programs. The subjects were asked to react on a semantic-differential scale to three guises of four speakers. The guises were English (with Spanish proper names pronounced in Spanish), English (with Anglicization of Spanish proper names), and Spanish. In addition the subjects were asked to judge the single guise of four different speakers who spoke English with a marked Spanish accent. The characteristics for which the voices were judged were nice, handsome, happy, hardworking, friendly, strong, smart, clean.

Unfortunately the comparison of the subjects' evaluation of accented English with their evaluation of the other speech varieties cannot be based on speech samples produced by the same speaker. Nevertheless it seems obvious that accented English was downgraded with respect to other varieties by all subjects. There was comparatively little upgrading of any guise by the Mexican-Americans. The heaviest upgrading occurred among the third- and especially the sixth-grade Anglos, who upgraded English guises over Spanish. The ninth- and twelfth-grade Anglos did not follow the same pattern, however. Analysis of the subjects' judgments concerning the same speech variety indicates that the main difference lay in their reaction to the Spanish guise, which was perceived more favorably by the Mexican-Americans, by the females, and by the students in the upper grades. The absence of any pronounced upgrading of English by Anglos in the ninth and twelfth grades, as well as the generally more favorable reaction to Spanish among these students, may have the following explanation. The ninth and twelfth graders came from a different school environment than the third and sixth graders, especially insofar as the Mexican-Americans actually constituted the large majority of the enrollment at the school attended by the ninth and twelfth graders. The more positive evaluation of Spanish in the upper grades, especially among the Mexican-Americans, may also reflect these subjects' conscious assertion of their heritage.

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JUDGING PERSONALITY FROM SPEECH: A PILOT STUDY OF THE ATTITUDES TOWARD ETHNIC GROUPS OF STUDENTS IN MONOLINGUAL SCHOOLS

Robert L. Politzer and Arnulfo G. Ramirez

The purpose of this study was to investigate the reactions of Mexican-American and Anglo-American ("Anglo") students to specific types of speech representing different social and ethnic groups. In particular the study attempted to determine to what extent the reactions of Anglo and Mexican-American students differed from each other and whether these different reactions occurred at different age levels.

Design

Subjects

The subjects of the study were chosen randomly from the third, sixth, ninth, and twelfth grades in two different schools. The third and sixth graders included in the study attended Hoover Elementary School in Redwood City, California. The ninth and twelfth graders attended San Jose High School in San Jose, California. The school population of Hoover Elementary School is approximately 40 percent Spanish surname. That of San Jose High School is predominantly Spanish surname--approximately 65 percent. Table 1 shows the distribution of the subjects by ethnic background, grade, and sex.

TABLE 1

Distribution of Subjects by Ethnic Background, Grade, and Sex

	Mexican-American		Anglo		
	Male	Female	Male	Female	Total
3d grade	10	10	4	7	31
6th grade	15	17	17	7	56
9th grade	7	12	7	6	32
12th grade	8	9	7	6	30
Total	40	48	35	26	149

The general socioeconomic background of the students attending Hoover Elementary is quite similar to that of the students attending San Jose High. Both schools draw their students primarily from the lower and lower-middle classes.

Procedures

The technique used in this study to measure the subjects' views toward a social or ethnic group was primarily based on the so-called matched-guise method developed and refined by Wallace Lambert and some of his associates (see Lambert, 1967; Lambert, Frankel, & Tucker, 1966). In this method each of several bilingual and bidialectal speakers reads several different passages in different languages or dialects. The subjects whose attitudes are being investigated evaluate the speakers' voices, which are presented to them randomly except that different guises of the same speaker never follow each other. The subjects are never told that they are listening to the same speaker more than once but are led to believe that they are listening to different speakers each time. They are usually asked to evaluate the voices by rating them according to a scale based on semantic-differential type bipolar adjectives. The subjects' differential attitudes toward different social or ethnic groups are indicated by the different ratings they give to the same speakers using different languages or dialects. The passages read by the different speakers are chosen in such a way that differences in reaction due to the content of the passages are not likely to occur.

In an alternative method, also used in this study, the subjects are asked to evaluate the voices of different speakers representing specific languages or dialects; that is, the matched-guise deception is not employed. This method is based on the assumption that the characteristics of an individual speaker's voice, aside from the language or dialect he is speaking, are not a significant factor in the subjects' reactions (see, e.g., Markel, Eisler, & Reese, 1967).

A total of four speech guises were used in this investigation: three were spoken by the same group of four speakers in a matched-guise approach, and the fourth was spoken by four different speakers who spoke a

dialect that the first group was unable to produce. (For the exact passages read by the eight speakers, see Appendix A.) The speakers used for the three matched guises were bilingual Mexican-American college students. The other speakers were people recently arrived from Mexico speaking fairly fluent but rather heavily accented English. The types of speech used in the study were thus the following:

Guise I: English (Spanish). In this guise the speakers, who were Stanford students, used perfectly normal colloquial English. They attempted, however, to give a hint of their Spanish (Mexican) origin by pronouncing Spanish proper names in Spanish rather than in English. The rejection of the Anglicized pronunciation of Spanish proper names appears to be characteristic of most educated Mexican-Americans within the Stanford University community. The experimenters felt, therefore, that it would be of interest to determine whether the children reacted to the use of the Spanish pronunciation of Spanish proper names differently than to the use of the Anglicized pronunciation.

Guise II: English (Anglicized Spanish). This guise was differentiated from Guise I only in that the speakers used an Anglicized pronunciation of Spanish proper names. In a sense, then, the most Anglicized (or most "Anglo") pronunciation used in the experiment occurred in Guise II.

Guise III: (Colloquial) Spanish. In this guise the speakers used their Spanish dialect, namely colloquial Mexican Spanish.

Speech Variety IV: Hispanicized English. Speech Variety IV did not represent a guise of the same speakers used for the first three guises but was provided by Mexican-Americans born in Mexico and speaking English with an easily recognizable Spanish accent.[1]

The answer sheet on which the subjects registered their reactions to the different recorded speech samples is reproduced in Appendix B. As can be seen, it is based on the semantic-differential principle. A trial

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[1]Note that throughout this report the different types of speech produced by the same speaker are referred to as Guises I, II, III, while Hispanicized English, which is not included in the matched guises, is referred to as Speech Variety IV.

run had shown, however, that it was preferable to attach specific labels to each step of the differential scales because some children seemed somewhat confused by unlabeled semantic-differential intervals. The trial experiment had also shown that children were not comfortable with a scale involving more than four steps. The characteristics used in the answer sheet (nice, handsome, happy, hardworking, friendly, strong, smart, clean) were adapted from a semantic-differential scale that had been used previously to determine the attitudes of children in a bilingual education program (Cohen, 1970). They were chosen because they represented relatively simple concepts that would not be beyond the linguistic and conceptual sophistication of the subjects rather than because they were assumed to have some relationship to specific attitudes or stereotypes.

The students were asked to listen to a recording of the speakers' voices. Each passage was presented only once. The students had one minute to record their reactions to each passage. Separate rating sheets were provided for each of the 16 passages.

Method of Analysis

A score of 4, 3, 2, or 1 was assigned to each rating (4 being the most positive, 1 the most negative). The maximum score that each subject could give the four speakers of each guise or of Speech Variety IV on each of the eight characteristics was therefore 16, and the minimum score was 4. In addition, a total score for each guise and for Speech Variety IV was calculated by adding up the scores given on each of the eight characteristics. Thus the maximum total score a subject could give to each guise or to Speech Variety IV was (16 x 8) 128. (See Appendix C for a sample of the summary rating sheet.)

To establish the effects of the matched guise on the judgments of Mexican-Americans and Anglos at each grade level, a multivariate analysis of variance was used. This analysis measured within each group the effect of sex differences on the students' judgments on the three guises as well as the effect of the guises on the judgments. Since the main purpose of the matched-guise method is to determine the effect of

different guises of the same speaker, Speech Variety IV was not included in this analysis.

In order to measure how Mexican-Americans and Anglos at different grade levels judged the same guise, the scores assigned to each guise and to Speech Variety IV were also examined by a univariate analysis of variance, which used grade level, sex, and race (Mexican-American, Anglo) as sources of variance.

Results

The mean scores received by guises I, II, and III and Speech Variety IV for each of the eight characteristics and the total scores are shown in tables D-1 to D-9 (Appendix D). If any guise was rated significantly higher ($p < .05$) than another on any characteristic by eithe Mexican-Americans or Anglos, the mean scores given by these groups are enclosed in a solid-line box in the tables. (For the multivariate analysis of variance, on which the significance of the guise effect is based, see Appendix E.) The scores assigned to Speech Variety IV are also shown in the tables, even though they were not included in the analysis.

As shown by the tables, the effects of the matched guises were as follows:

Mexican-Americans

Third grade. No matched guise effects.

Sixth grade. Guise II (English/Anglicized Spanish) and Guise III (Spanish) were rated nicer and handsomer.

Ninth grade. No matched-guise effects.

Twelfth grade. Guise I (English/Spanish) and Guise III were rated nicer.

Anglos

Third grade. Guise I (English/Spanish) and Guise II (English/Anglicized Spanish) were rated nicer and happier, and ranked higher in total positive evaluation. Guise II was rated friendlier.

Sixth grade. Guise I and Guise II were rated nicer, handsomer,

happier, working harder, friendlier, smarter, and cleaner, and ranked higher in total positive evaluation.

Ninth grade. No matched-guise effects.

Twelfth grade. Guise II was rated happier.

Thus the matched-guise analysis shows that the effects of guise on Mexican-Americans were generally quite small: the third and ninth graders were not affected at all, though there are indications that the sixth graders preferred Guises II and III to Guise I on two characteristics (nice, handsome), and that the twelfth graders slightly preferred Guises I and III over the "pure English" Guise II on a single characteristic (nice).

The strongest effect of guise is shown by the sixth-grade Anglos, who obviously upgraded the English guises (I and II) over Spanish (Guise III) on almost every characteristic. The same tendency--though less pronounced--is also present among the Anglo third graders. Among the Anglo ninth graders no effects of guise show at all. And only a single effect of guise shows among the Anglo twelfth graders: they rated Guise II happier.

While for the reasons mentioned above Speech Variety IV (Hispanicized English) was not included in the analysis, the tables and Figure D-1 (Appendix D) show that Speech Variety IV is quite obviously the "low-class" dialect that was downgraded by both Anglos and Mexican-Americans.

The results of the analysis of variance by ethnic background, sex, and grade on the scores assigned by the subjects to each guise and to Speech Variety IV are presented in Appendix F. However, all significant ($p < .05$) effects are summarized and presented in figures in Appendix D.

Figure D-2. Guise I (English/Spanish), characteristic 6 (very weak-strong). Evaluation was higher by Mexican-Americans in the ninth and twelfth grades. Among the third graders evaluation was higher by Anglos, possibly because the third-grade Anglos did not notice the Spanish pronunciation of the proper name, whereas the ninth- and twelfth-grade Mexican-Americans did.

Figure D-3. Guise III (Spanish), characteristic 1 (very nice-not nice at all). Evaluation was higher by Mexican-Americans, by females,

and by students in the upper grades.

Figure D-4. Guise III, characteristic 2 (very handsome-ugly). Evaluation was higher by Mexican-Americans, by females, and by students in the upper grades.

Figure D-5. Guise III, characteristic 3 (very happy-sad). Evaluation was higher by Mexican-Americans.

Figure D-6. Guise III, characteristic 4 (works hard-very lazy). Evaluation was higher in the upper grades.

Figure D-7. Guise III, characteristic 5 (very friendly-enemy). Evaluation was higher by Mexican-Americans.

Figure D-8. Guise III, characteristic 6 (strong-very weak). Evaluation was higher by females.

Figure D-9. Guise III, characteristic 7 (clean-very dirty). Evaluation was higher by Mexican-Americans ($p < .05$ marginal), by females, and by students in the upper grades.

Figure D-10. Guise III, total scores. Evaluation was higher by Mexican-Americans, by females, and by students in the upper grades.

Figure D-11. Speech Variety IV, characteristic 3 (very happy-sad). Evaluation was higher by Mexican-Americans and by students in the third and twelfth grades.

Except for two instances (Figures D-2 and D-11) the significant differences in evaluation of the same guise by different subjects occur in the case of the Spanish guise (Figures D-3 to D-10). The general trend is summarized well by Figure D-10, which reveals that the Spanish guise was evaluated more favorably on the whole by the Mexican-Americans, by females, and by students in the upper grades. It should also be noted again that there was comparatively little difference in the evaluation of Speech Variety IV. The only exception occurs on characteristic 3 (Figure D-11), where the generally more favorable evaluation given by Mexican-Americans and by students in the twelfth grade appears to parallel the tendencies shown in the students' evaluation of Spanish.

Discussion

The relative downgrading of English spoken with a Spanish accent by

both Mexican-Americans and Anglos is not too surprising. The fact that a person speaks with a noticeable foreign accent may be sufficient to connote somehow lack of ability, relative ignorance, lack of power, and the like. In order to draw any further conclusion concerning the relative downgrading of Hispanicized English, it would be necessary to compare subjects' evaluation of English spoken with a Spanish accent with their evaluation of English spoken with other foreign accents (e.g., German, French), a task that can perhaps be undertaken in subsequent studies.

For the Mexican-American subject this investigation shows only a slight tendency to upgrade Spanish or English/Spanish over English--in the sixth grade (nicer, handsomer) and the twelfth grade (nicer). It is also quite evident that in general Spanish was viewed more favorably by the Mexican-Americans than by the Anglos.

For the Anglo subjects the study shows an upgrading of English over Spanish starting in the third grade (nicer, happier, friendlier). This tendency becomes even more marked in the sixth grade (nicer, handsomer, happier, working harder, friendlier, smarter, cleaner), with a very pronounced upgrading of English and a concomitant downgrading of Spanish. However, this tendency does not extend to the ninth and twelfth graders, who generally evaluated Spanish more favorably than students in the lower grades.

Care must be taken in the interpretation of the above findings. Certainly they cannot necessarily be assumed to indicate a developmental trend. That the pro-Anglo/anti-Spanish attitudes apparently developing among the third- and sixth-grade Anglos were not shared by the ninth- and twelfth-grade Anglos could be due to a variety of causes. It is of course possible that the third and sixth graders in this study were in the process of learning stereotypes and attitudes from parents and home environments, whereas the ninth and twelfth graders were in the process of losing these attitudes, perhaps as the result of their becoming independent in their thinking or even as the result of specific school experiences. Certainly the higher evaluation of Spanish by Mexican-Americans in the upper grades may mean that "the drift towards homogeneity, towards absorption of the Mexican-Americans by the Anglo-American

middleclass culture, seems to be arrested" (Ayer, 1971) in that particular age group.

Another factor that must be kept in mind in interpreting the results of this study is simply that the third and sixth graders on the one hand and the ninth and twelfth graders on the other came from school environments that were similar but by no means identical. The third and sixth graders attended a school in which, at least until recently, the Mexican-Americans were a minority. According to a 1971 survey the Spanish-surname population at Hoover Elementary School constituted 29 percent of the total enrollment in grades 7 and 8 and 53 percent in grades K-6. The ninth and twelfth graders attended a school in which the Mexican-American student population has constituted a stable majority for several years. A 1971 survey indicates that approximately 65 percent of the students at San Jose High School had Spanish surnames. The predominantly Mexican-American composition of the peer groups of the ninth and twelfth graders could certainly play a role in the differential attitudes shown by the high-school and elementary-school students.

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APPENDIX A

SCRIPTS RECORDED BY THE SPEAKERS OF GUISES I, II, AND III, AND SPEECH VARIETY IV

SPEAKER 1

Guise I: English and Spanish

My cousin is coming from Los Angeles to visit me this Saturday. I plan to take him to Las Vegas. We will probably spend several days there and then drive to Santa Fe, New Mexico, to see our grandparents.

Guise II: English/Anglicized Spanish

I am going to San Jose to see my friends Bill and Maria. Bill is a student at San Mateo High School, and Maria teaches Spanish at the high school. Then, I will drive down to Santa Barbara to see a football game.

Guise III: Spanish

Este fin de semana vamos mis amigos y yo a una fiesta de quince años. La fiesta es de mi prima Elena. Habrá música y un ambiente muy alegre. También habrá mucho para beber y comer.

SPEAKER 2

Guise I: English and Spanish

My uncle from Arizona will come to California this Christmas for my sister's wedding. My grandparents from El Paso will also be coming. My sister is very excited because nearly all of the family will be at her wedding.

Guise II: English/Anglicized Spanish

Charles was born in Monterey, California. When he was in high school, his family moved to San Mateo. He attended Aragon High School, and after he graduated he decided to go to college and study biology.

Guise III: Spanish

Viene mi primo de Texas para pasar las vacaciones conmigo. Pienso llevarlo a conocer a San Francisco. Él se interesa en conocer el Barrio Chino, la Universidad de California en Berkeley, y el famoso puente "Golden Gate."

SPEAKER 3

Guise I: English and Spanish

Tomorrow is my birthday, and my grandparents from Santa Cruz are coming to visit me. My married sister, who lives in San Diego, will not be able to come. My older brother, who lives in Sacramento, will not be able to come either.

Guise II: English/Anglicized Spanish

I am going fishing this weekend with my cousin Daniel from San Carlos. The last time we went we only caught three fish. Maybe this time we'll have better luck when we go deep sea fishing off the Monterey coast.

Guise III: Spanish

Después de mis clases voy con mi primo a cenar en casa de Alberto. Vamos mucho a su casa porque su madre nos estima mucho, y aparte de eso, ella es una cocinera muy buena. Esta noche va a preparar carne asada.

SPEAKER 4

Guise I: English and Spanish

Next week is the big rodeo in San Mateo. There will be many participants from various states, but most of them will be from California and Arizona. The rodeo will last one week, and there will be square dancing every night.

Guise II: English/Anglicized Spanish

My sister is getting married this Sunday in Santa Barbara. My mother and I will drive down on Friday and spend some time with my brother, who is in the army and is stationed in Monterey.

Guise III: Spanish

Siempre me ha gustado la música, sobre todo la música folklórica. Como sé tocar la guitarra, aprecio mucho la música latina especialmente la música popular de Veracruz. Tengo una colección muy grande de discos de casi todos los paises de Latinoamérica.

Speech Variety IV: Hispanicized English

SPEAKER 5

Several of my friends are going to a dance this Saturday in San Bruno. Two new groups from San Francisco will be playing. I'm very disappointed because I can't go since I sprained my ankle yesterday playing football. The doctor said that I had to stay in bed for several days.

SPEAKER 6

I hope to spend Christmas this year with my brother and his wife Marta in Pasadena. My mother and father would also like to go, but they have to stay at home with my grandfather because he has been ill recently.

SPEAKER 7

My sister Carmen enjoys helping my mother in the kitchen. She says that she wants to be a good cook when she gets married. Tonight she is preparing enchiladas and a surprise dish from Puerto Rico. I trust that her surprise will not be too surprising.

SPEAKER 8

I will not be able to go to see my friends in San Carlos this weekend. I have to stay and help my father paint the house. We will probably finish the work in three or four days if the weather permits us.

APPENDIX B

ANSWER SHEET USED BY SUBJECTS

1.	Very Nice	Nice	Not So Nice	Not Nice At All
2.	Very Handsome	Handsome	Not So Handsome	Ugly
3.	Very Happy	Happy	Not So Happy	Sad
4.	Very Lazy	Lazy	Not So Lazy	Works Hard
5.	Very Friendly	Friendly	Not So Friendly	Enemy
6.	Very Weak	Weak	Not So Weak	Strong
7.	Very Smart	Smart	Not So Smart	Dumb
8.	Very Dirty	Dirty	Not So Dirty	Clean

Note: On the answer sheet, in line with usual semantic-differential test practice, the sequence from positive to negative connotation was not kept uniform for all items.

APPENDIX C: SAMPLE OF SUMMARY RATING SHEET

Student_____ Race_____ Sex_____ School_____ Grade_____

Characteristic:	Guise I Eng.(Span.) Speaker					Guise II Eng.(Ang.Span.) Speaker					Guise III Spanish Speaker					Speech Variety IV Hispan.Eng. Speaker				
	1	2	3	4	Total	1	2	3	4	Total	1	2	3	4	Total	1a	2a	3a	4a	Total
1	3	4	4	4	15	3	3	4	4	14	3	4	4	4	15	2	3	4	2	11
2	2	2	3	3	10	2	2	3	3	10	3	3	3	3	12	2	2	1	2	7
3	4	3	3	3	13	3	3	3	1	10	3	3	3	3	12	1	2	1	1	5
4	3	2	2	1	8	3	4	2	2	11	2	2	1	1	6	4	2	3	1	10
5	4	4	1	4	13	3	3	4	2	12	1	3	4	3	11	3	2	2	3	10
6	1	1	1	2	5	2	4	1	2	9	3	3	3	2	11	3	4	3	3	13
7	4	4	3	4	15	3	3	4	2	12	3	3	3	3	12	3	3	4	2	12
8	4	4	4	4	16	3	3	4	2	12	3	3	4	4	14	3	3	4	3	13
Total Score:					95					90					93					81

APPENDIX D: MEAN SCORES AND STANDARD DEVIATIONS FOR GUISES I, II, AND III, AND SPEECH VARIETY IV, BY EIGHT CHARACTERISTICS

Table D-1

Characteristic 1 (Very nice - Not nice at all)

Grade			I Eng.(Span.)	II Eng.(Ang.Span.)	III Spanish	IV Hispan.Eng.
3rd	Mexican-American					
	Male	$\bar{X}$	11.90	12.30	12.90	10.60
	(N=10)	SD	1.85	1.49	1.37	2.50
	Female	$\bar{X}$	11.50	11.80	12.60	10.50
	(N=10)	SD	2.37	2.90	3.10	2.46
	Anglo					
	Male	$\bar{X}$	11.00	13.00	9.50	9.75
	(N=4)	SD	3.16	3.46	3.11	2.50
	Female	$\bar{X}$	13.00	14.14	12.57	11.29
	(N=7)	SD	1.00	1.77	2.37	1.38
6th	Mexican-American					
	Male	$\bar{X}$	11.50	12.00	12.43	9.50
	(N=15)	SD	2.34	2.29	2.56	2.47
	Female	$\bar{X}$	11.87	13.20	12.27	10.67
	(N=17)	SD	1.36	1.70	1.79	1.80
	Anglo					
	Male	$\bar{X}$	12.76	12.65	9.88	9.88
	(N=17)	SD	0.97	1.17	1.58	2.12
	Female	$\bar{X}$	12.86	11.86	11.29	11.00
	(N=7)	SD	1.68	2.67	1.89	1.83
9th	Mexican-American					
	Male	$\bar{X}$	12.00	12.43	11.29	11.00
	(N=7)	SD	0.82	0.98	1.38	1.73
	Female	$\bar{X}$	12.40	12.40	11.90	9.90
	(N=12)	SD	0.70	1.17	1.85	2.18
	Anglo					
	Male	$\bar{X}$	12.29	11.71	10.14	9.57
	(N=7)	SD	1.80	1.25	1.68	1.40
	Female	$\bar{X}$	12.43	12.14	11.71	10.57
	(N=6)	SD	1.27	1.07	1.11	1.62
12th	Mexican-American					
	Male	$\bar{X}$	12.00	12.00	12.00	11.50
	(N=8)	SD	0.00	0.53	1.19	2.56
	Female	$\bar{X}$	13.11	12.00	13.33	12.11
	(N=9)	SD	1.54	1.00	1.73	1.54
	Anglo					
	Male	$\bar{X}$	12.71	12.14	11.71	11.00
	(N=7)	SD	1.38	1.46	0.95	1.00
	Female	$\bar{X}$	12.50	13.67	12.83	10.17
	(N=6)	SD	1.05	1.63	1.83	1.94

Table D-2

Characteristic 2 (Very handsome - Ugly)

Grade		I Eng.(Span.)	II Eng.(Ang.Span.)	III Spanish	IV Hispan.Eng.
3rd	Mexican-American				
	Male $\bar{X}$	11.20	10.40	11.20	9.00
	(N=10) SD	2.90	2.91	2.82	1.76
	Female $\bar{X}$	10.70	10.30	10.80	9.10
	(N=10) SD	2.26	2.21	2.39	1.79
	Anglo				
	Male $\bar{X}$	10.75	12.00	8.50	10.00
	(N=4) SD	2.36	2.16	3.42	2.71
	Female $\bar{X}$	11.14	11.29	10.43	9.71
	(N=7) SD	1.86	1.89	3.10	1.80
6th	Mexican-American				
	Male $\bar{X}$	9.14	10.21	10.29	7.71
	(N=15) SD	2.32	2.04	2.55	1.86
	Female $\bar{X}$	10.00	11.20	10.73	7.53
	(N=17) SD	2.17	2.08	1.83	1.46
	Anglo				
	Male $\bar{X}$	10.65	11.23	8.65	8.41
	(N=17) SD	1.54	1.15	2.03	2.15
	Female $\bar{X}$	10.29	11.29	9.14	8.71
	(N=7) SD	2.43	2.36	1.68	3.09
9th	Mexican-American				
	Male $\bar{X}$	11.00	11.14	10.57	9.86
	(N=7) SD	1.00	1.46	1.81	1.95
	Female $\bar{X}$	11.50	11.50	11.40	8.00
	(N=12) SD	0.97	1.43	1.17	1.89
	Anglo				
	Male $\bar{X}$	10.71	10.14	9.00	7.71
	(N=7) SD	1.80	1.46	2.16	0.76
	Female $\bar{X}$	11.43	10.86	10.86	8.29
	(N=6) SD	2.07	1.77	1.77	1.25
12th	Mexican-American				
	Male $\bar{X}$	10.87	11.00	10.87	9.00
	(N=8) SD	1.64	1.93	1.46	2.20
	Female X	11.67	11.33	11.89	9.67
	(N=9) SD	2.00	1.50	1.36	2.91
	Anglo				
	Male $\bar{X}$	11.14	10.71	10.85	8.43
	(N=7) SD	1.21	0.95	0.90	0.79
	Female $\bar{X}$	11.17	12.67	12.17	7.67
	(N=6) SD	1.60	2.42	2.32	1.75

Table D-3

Characteristic 3 (Very happy - Sad)

Grade		I Eng.(Span.)	II Eng.(Ang.Span.)	III Spanish	IV Hispan.Eng.
3rd	Mexican-American				
	Male $\bar{X}$	11.40	11.40	11.90	9.00
	(N=10) SD	1.78	2.22	2.18	2.21
	Female $\bar{X}$	11.40	11.20	10.40	9.30
	(N=10) SD	2 55	2.35	2.22	1.95
	Anglo				
	Male $\bar{X}$	10.50	11.50	8.25	8.00
	(N=4) SD	2.89	2.38	1.71	1.63
	Female $\bar{X}$	12.71	10.43	10.14	7.86
	(N=7) SD	2.56	2.37	2.48	2.27
6th	Mexican-American				
	Male $\bar{X}$	10.43	10.86	12.36	7.43
	(N=15) SD	2.06	2.07	1.95	1.55
	Female $\bar{X}$	11.47	12.20	12.40	7.80
	(N=17) SD	1.60	1.61	2.69	1.47
	Anglo				
	Male $\bar{X}$	11.41	11.94	9.35	6.41
	(N=17) SD	1.66	1.48	1.62	1.28
	Female $\bar{X}$	10.71	12.14	9.29	6.43
	(N=7) SD	1.60	2.97	2.06	1.72
9th	Mexican-American				
	Male $\bar{X}$	11.57	11.14	11.14	8.57
	(N=7) SD	1.27	1.21	1.21	0.98
	Female $\bar{X}$	10.50	10.70	11.20	7.60
	(N=12) SD	1.18	1.77	2.20	1.95
	Anglo				
	Male $\bar{X}$	11.71	10.43	9.71	7.86
	(N=7) SD	1.50	1.51	2.63	1.68
	Female $\bar{X}$	10.71	10.43	10.57	7.71
	(N=6) SD	1.50	1.27	0.53	0.76
12th	Mexican-American				
	Male $\bar{X}$	11.00	10.12	11.00	9.00
	(N=8) SD	1.93	2.42	1.07	1.51
	Female $\bar{X}$	12.33	11.89	12.56	8.22
	(N=9) SD	1.94	2.26	1.24	2.05
	Anglo				
	Male $\bar{X}$	10.86	11.29	10.71	8.43
	(N=7) SD	1.34	1.98	1.38	0.98
	Female $\bar{X}$	11.00	12.83	11.50	7.00
	(N=6) SD	1.55	1.83	1.64	0.63

Table D-4

Characteristic 4 (Works hard - Very lazy)

Grade			I Eng.(Span.)	II Eng.(Ang.Span.)	III Spanish	IV Hispan.Eng.
3rd	Mexican-American					
	Male	$\bar{X}$	12.30	12.40	12.20	11.70
	(N=10)	SD	2.45	2.59	1.48	2.06
	Female	$\bar{X}$	13.10	12.30	12.60	13.10
	(N=10)	SD	2.02	3.68	2.63	2.56
	Anglo					
	Male	$\bar{X}$	12.25	12.75	12.75	12.25
	(N=4)	SD	2.63	1.71	1.71	1.71
	Female	$\bar{X}$	14.14	13.57	12.29	12.43
	(N=7)	SD	1.95	2.07	1.50	1.99
6th	Mexican-American					
	Male	$\bar{X}$	12.00	11.86	12.14	11.79
	(N=15)	SD	1.92	1.70	2.68	2.01
	Female	$\bar{X}$	13.47	13.80	12.80	12.07
	(N=17)	SD	1.60	1.61	1.93	1.83
	Anglo					
	Male	$\bar{X}$	14.41	14.18	11.18	11.59
	(N=17)	SD	1.33	1.18	2.45	2.37
	Female	$\bar{X}$	13.57	13.86	12.86	11.57
	(N=7)	SD	2.07	2.19	3.24	2.37
9th	Mexican-American					
	Male	$\bar{X}$	14.00	13.29	13.43	12.00
	(N=7)	SD	2.16	1.50	1.62	2.38
	Female	$\bar{X}$	14.40	14.30	13.90	11.80
	(N=12)	SD	1.26	1.25	2.02	3.19
	Anglo					
	Male	$\bar{X}$	12.71	12.71	12.00	10.29
	(N=7)	SD	1.80	1.38	1.91	1.80
	Female	$\bar{X}$	13.86	12.71	13.14	10.57
	(N=6)	SD	1.68	2.56	1.46	2.57
12th	Mexican-American					
	Male	$\bar{X}$	13.75	13.12	13.37	12.00
	(N=8)	SD	1.39	1.73	1.41	1.93
	Female	$\bar{X}$	14.44	14.00	14.56	12.00
	(N=9)	SD	1.24	0.87	0.88	2.24
	Anglo					
	Male	$\bar{X}$	14.14	12.86	13.71	12.71
	(N=7)	SD	1.57	1.46	0.95	2.75
	Female	$\bar{X}$	13.33	13.83	13.83	11.50
	(N=6)	SD	1.63	1.47	1.83	1.97

Table D-5

Characteristic 5 (Very friendly - Enemy)

Grade		I Eng.(Span.)	II Eng.(Ang.Span.)	III Spanish	IV Hispan.Eng.
3rd	Mexican-American				
	Male $\bar{X}$	12.50	12.90	12.40	9.90
	(N=10) SD	2.01	2.77	2.32	2.56
	Female $\bar{X}$	12.30	11.80	12.00	12.00
	(N=10) SD	1.83	2.35	2.83	1.76
	Anglo				
	Male $\bar{X}$	11.25	12.50	10.75	10.75
	(N=4) SD	0.96	2.65	4.50	1.89
	Female $\bar{X}$	12.86	13.57	12.14	11.43
	(N=7) SD	1.95	1.27	2.03	2.37
6th	Mexican-American				
	Male $\bar{X}$	11.71	11.86	12.36	10.57
	(N=15) SD	1.59	1.70	2.17	2.44
	Female $\bar{X}$	12.47	13.27	13.40	11.13
	(N=17) SD	1.25	1.49	1.35	1.19
	Anglo				
	Male $\bar{X}$	12.88	12.88	10.65	10.23
	(N=17) SD	1.17	1.69	1.93	1.64
	Female $\bar{X}$	12.57	12.71	10.57	10.57
	(N=7) SD	2.15	0.95	1.99	1.72
9th	Mexican-American				
	Male $\bar{X}$	12.14	12.14	11.57	11.14
	(N=7) SD	1.07	1.77	0.98	1.57
	Female $\bar{X}$	12.30	12.10	12.50	10.80
	(N=12) SD	1.06	0.99	1.65	1.62
	Anglo				
	Male $\bar{X}$	11.86	11.43	10.86	9.57
	(N=7) SD	1.68	0.98	1.95	1.51
	Female $\bar{X}$	12.43	12.57	11.14	10.57
	(N=6) SD	0.98	1.72	1.07	1.81
12th	Mexican-American				
	Male $\bar{X}$	11.87	12.00	11.62	11.37
	(N=8) SD	0.35	0.53	0.92	1.68
	Female $\bar{X}$	12.67	12.44	13.33	11.67
	(N=9) SD	1.12	1.24	1.23	1.87
	Anglo				
	Male $\bar{X}$	12.43	11.71	11.71	10.86
	(N=7) SD	0.98	1.25	1.50	1.34
	Female $\bar{X}$	11.67	12.67	11.50	9.67
	(N=6) SD	1.37	1.51	1.87	0.82

Table D-6

Characteristic 6 (Strong - Very weak)

Grade		I Eng.(Span.)	II Eng.(Ang.Span.)	III Spanish	IV Hispan.Eng.
3rd	Mexican-American				
	Male $\bar{X}$	11.90	12.60	12.30	11.90
	(N=10) SD	2.18	1.84	1.95	1.97
	Female $\bar{X}$	12.20	11.40	12.20	12.00
	(N=10) SD	2.30	3.34	3.19	1.89
	Anglo				
	Male $\bar{X}$	15.00	14.25	13.75	14.00
	(N=4) SD	1.41	2.87	1.89	1.41
	Female $\bar{X}$	13.71	13.00	12.71	11.00
	(N=7) SD	1.89	1.83	1.89	2.16
6th	Mexican-American				
	Male $\bar{X}$	11.79	12.50	12.50	11.43
	(N=15) SD	2.29	2.14	1.74	1.87
	Female $\bar{X}$	14.40	14.40	13.80	11.53
	(N=17) SD	1.24	1.50	1.90	2.17
	Anglo				
	Male $\bar{X}$	13.71	13.71	12.29	11.82
	(N=17) SD	1.53	1.40	2.11	1.74
	Female $\bar{X}$	13.29	13.71	13.00	11.14
	(N=7) SD	1.80	1.38	1.63	2.41
9th	Mexican-American				
	Male $\bar{X}$	14.57	14.29	14.14	10.43
	(N=7) SD	1.51	1.38	1.21	1.40
	Female $\bar{X}$	14.30	14.30	14.50	11.60
	(N=12) SD	1.57	1.16	1.65	2.37
	Anglo				
	Male $\bar{X}$	13.14	12.86	11.86	9.71
	(N=7) SD	1.68	1.21	2.19	1.60
	Female $\bar{X}$	13.86	13.43	14.14	10.86
	(N=6) SD	1.21	1.27	1.46	2.03
12th	Mexican-American				
	Male $\bar{X}$	13.37	13.00	13.25	11.75
	(N=8) SD	1.30	1.69	1.58	1.91
	Female $\bar{X}$	14.33	13.89	14.33	11.78
	(N=9) SD	1.12	1.05	1.50	2.22
	Anglo				
	Male $\bar{X}$	13.71	13.43	12.86	13.14
	(N=7) SD	1.80	1.81	1.34	2.34
	Female $\bar{X}$	13.50	14.50	13.83	11.50
	(N=6) SD	1.52	1.05	1.94	2.26

Table D-7

Characteristic 7 (Very smart - Dumb)

Grade		I Eng.(Span.)	II Eng.(Ang.Span.)	III Spanish	IV Hispan.Eng.
3rd	Mexican-American				
	Male $\bar{X}$	11.80	12.20	11.50	9.80
	(N=10) SD	2.15	1.62	2.88	2.04
	Female $\bar{X}$	10.20	11.30	10.50	10.20
	(N=10) SD	2.49	2.58	1.96	2.39
	Anglo				
	Male $\bar{X}$	11.75	11.75	10.00	11.25
	(N=4) SD	2.87	2.50	2.94	3.30
	Female $\bar{X}$	13.43	12.29	11.86	10.57
	(N=7) SD	1.27	1.98	2.34	3.10
6th	Mexican-American				
	Male $\bar{X}$	11.00	10.64	11.07	9.00
	(N=15) SD	2.35	2.82	2.43	2.22
	Female $\bar{X}$	11.80	12.27	11.47	8.53
	(N=17) SD	1.47	1.53	1.77	2.13
	Anglo				
	Male $\bar{X}$	11.94	11.94	9.65	8.35
	(N=17) SD	1.82	1.95	1.41	2.06
	Female $\bar{X}$	12.14	11.00	10.00	9.71
	(N=7) SD	1.86	2.58	2.16	1.80
9th	Mexican-American				
	Male $\bar{X}$	11.14	11.14	10.71	9.29
	(N=7) SD	1.68	1.57	1.11	1.80
	Female $\bar{X}$	11.30	11.50	11.60	8.90
	(N=12) SD	1.64	1.18	1.71	2.42
	Anglo				
	Male $\bar{X}$	11.71	11.43	10.14	7.14
	(N=7) SD	1.80	0.53	2.41	1.77
	Female $\bar{X}$	11.29	11.43	10.86	8.57
	(N=6) SD	1.38	1.51	1.21	1.27
12th	Mexican-American				
	Male $\bar{X}$	11.37	11.87	12.50	9.50
	(N=8) SD	1.06	0.64	1.07	1.85
	Female $\bar{X}$	11.56	11.56	12.00	9.78
	(N=9) SD	0.88	0.88	1.22	2.33
	Anglo				
	Male $\bar{X}$	12.14	11.57	11.71	9.14
	(N=7) SD	1.68	0.98	1.38	1.77
	Female $\bar{X}$	10.83	11.67	11.83	9.67
	(N=6) SD	0.75	0.82	0.75	5.05

Table D-8

Characteristic 8 (Clean - Very dirty)

Grade		I Eng.(Span.)	II Eng.(Ang.Span.)	III Spanish	IV Hispan.Eng.
3rd	Mexican-American				
	Male $\bar{X}$	13.30	14.00	13.40	11.80
	(N=10) SD	2.31	2.00	3.27	1.55
	Female $\bar{X}$	12.70	13.90	14.10	12.50
	(N=10) SD	3.13	3.07	2.13	2.46
	Anglo				
	Male $\bar{X}$	14.25	14.00	11.75	13.50
	(N=4) SD	1.71	3.37	3.20	1.29
	Female $\bar{X}$	14.86	14.00	14.14	12.57
	(N=7) SD	1.46	1.29	2.19	2.15
6th	Mexican-American				
	Male $\bar{X}$	13.00	13.86	13.93	11.50
	(N=15) SD	2.32	1.96	2.02	2.34
	Female $\bar{X}$	14.67	15.27	14.67	12.93
	(N=17) SD	1.23	0.88	1.84	2.99
	Anglo				
	Male $\bar{X}$	14.59	15.06	12.35	12.00
	(N=17) SD	1.42	0.90	2.47	2.45
	Female $\bar{X}$	14.86	14.71	13.57	13.43
	(N=7) SD	1.34	1.50	2.88	3.05
9th	Mexican-American				
	Male $\bar{X}$	15.29	15.14	14.57	13.29
	(N=7) SD	1.11	1.86	1.62	2.69
	Female $\bar{X}$	14.20	15.00	14.90	13.00
	(N=12) SD	1.62	1.49	1.45	2.45
	Anglo				
	Male $\bar{X}$	14.14	13.71	13.57	12.29
	(N=7) SD	2.12	1.60	1.90	1.70
	Female $\bar{X}$	15.14	15.43	14.57	13.14
	(N=6) SD	0.90	0.79	1.62	2.67
12th	Mexican-American				
	Male $\bar{X}$	15.01	14.87	15.37	13.12
	(N=8) SD	0.93	1.13	1.19	2.23
	Female $\bar{X}$	15.22	15.22	15.44	13.22
	(N=9) SD	0.83	0.83	0.88	1.86
	Anglo				
	Male $\bar{X}$	14.86	14.57	15.43	13.29
	(N=7) SD	0.90	1.40	0.98	1.80
	Female $\bar{X}$	15.00	15.50	15.17	13.50
	(N=6) SD	1.27	0.84	1.17	2.59

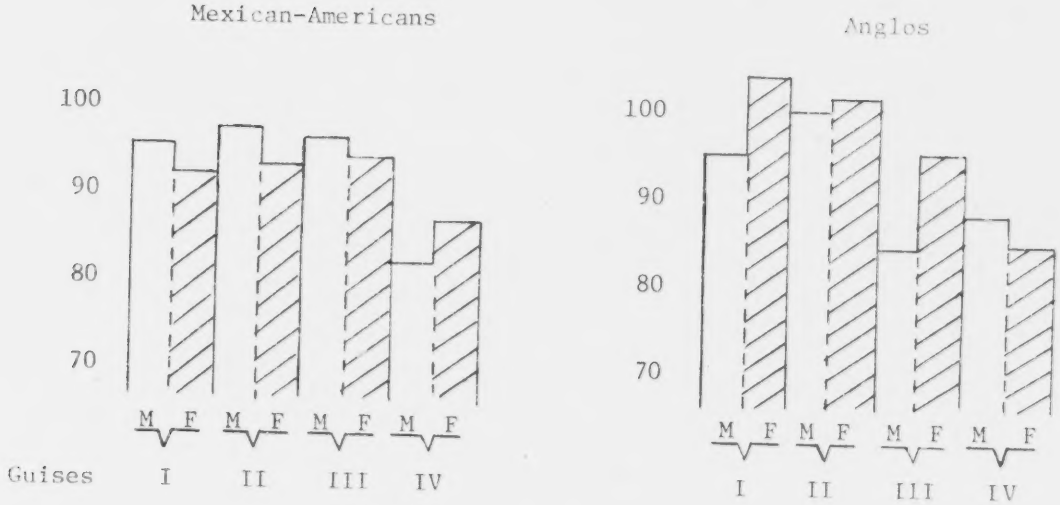
Table D-9

Total Scores for Eight Characteristics

Grade			I Eng.(Span.)	II Eng.(Ang.Span.)	III Spanish	IV Hispan.Eng.
3rd	Mexican-American					
	Male	$\bar{X}$	96.30	98.20	97.80	83.70
	(N=10)	SD	11.69	11.42	11.82	8.62
	Female	$\bar{X}$	93.10	94.00	95.20	88.70
	(N=10)	SD	15.78	16.11	12.99	11.23
	Anglo					
	Male	$\bar{X}$	96.50	101.75	85.00	89.50
	(N=4)	SD	14.93	20.02	21.23	12.47
	Female	$\bar{X}$	105.86	102.29	96.29	86.86
	(N=7)	SD	7.78	9.96	13.88	14.31
6th	Mexican-American					
	Male	$\bar{X}$	90.57	93.79	96.21	79.00
	(N=15)	SD	11.65	12.90	13.85	9.21
	Female	$\bar{X}$	100.13	106.47	101.53	81.87
	(N=17)	SD	7.17	6.96	8.73	12.02
	Anglo					
	Male	$\bar{X}$	102.23	104.18	84.59	78.88
	(N=17)	SD	8.78	7.38	11.63	10.73
	Female	$\bar{X}$	100.29	101.29	91.14	82.57
	(N=7)	SD	9.55	12.98	13.90	13.10
9th	Mexican-American					
	Male	$\bar{X}$	101.71	100.71	97.43	85.57
	(N=7)	SD	6.70	9.64	6.71	12.15
	Female	$\bar{X}$	100.90	101.80	100.70	83.10
	(N=12)	SD	5.69	5.59	13.39	17.34
	Anglo					
	Male	$\bar{X}$	98.29	94.43	87.29	74.14
	(N=7)	SD	11.57	6.70	15.37	7.65
	Female	$\bar{X}$	101.57	99.00	97.00	80.29
	(N=6)	SD	5.59	8.48	6.22	9.74
12th	Mexican-American					
	Male	$\bar{X}$	99.37	98.00	100.00	87.25
	(N=8)	SD	3.93	3.34	4.41	12.58
	Female	$\bar{X}$	105.33	102.33	107.44	88.44
	(N=9)	SD	7.12	6.12	5.81	14.14
	Anglo					
	Male	$\bar{X}$	102.00	100.14	98.71	87.00
	(N=7)	SD	7.96	11.19	6.05	9.29
	Female	$\bar{X}$	99.00	107.33	102.67	80.67
	(N=6)	SD	7.07	9.37	10.07	13.69

Fig. D-1. Matched guise effects by grade for Variable 9: Total Scores.

1a: 3rd Grade



1b: 6th Grade

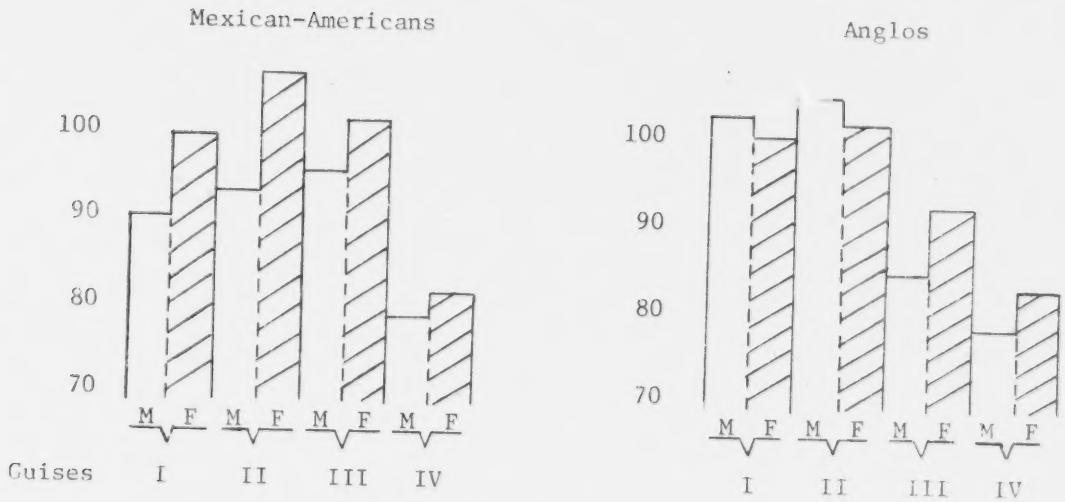
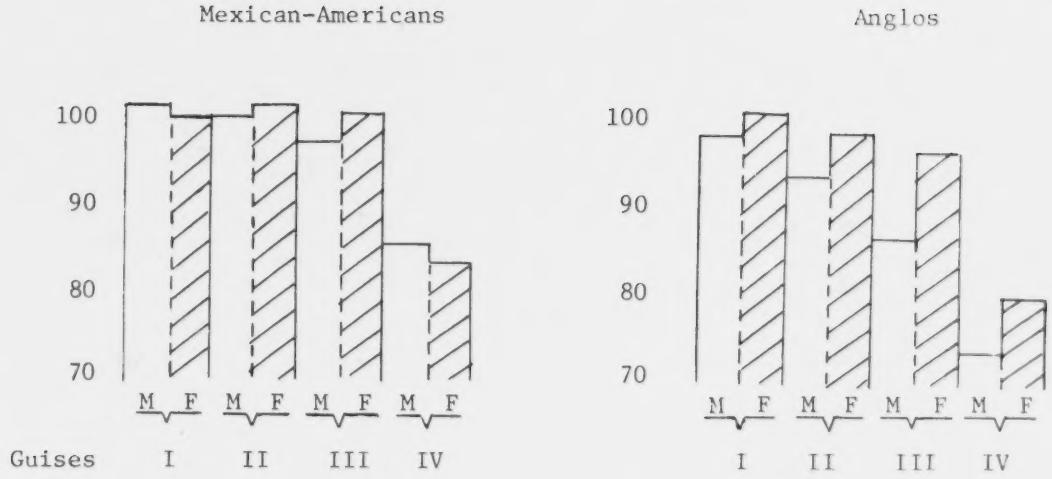


Fig. D-1. cont'd.

1c: 9th Grade



1d: 12th Grade

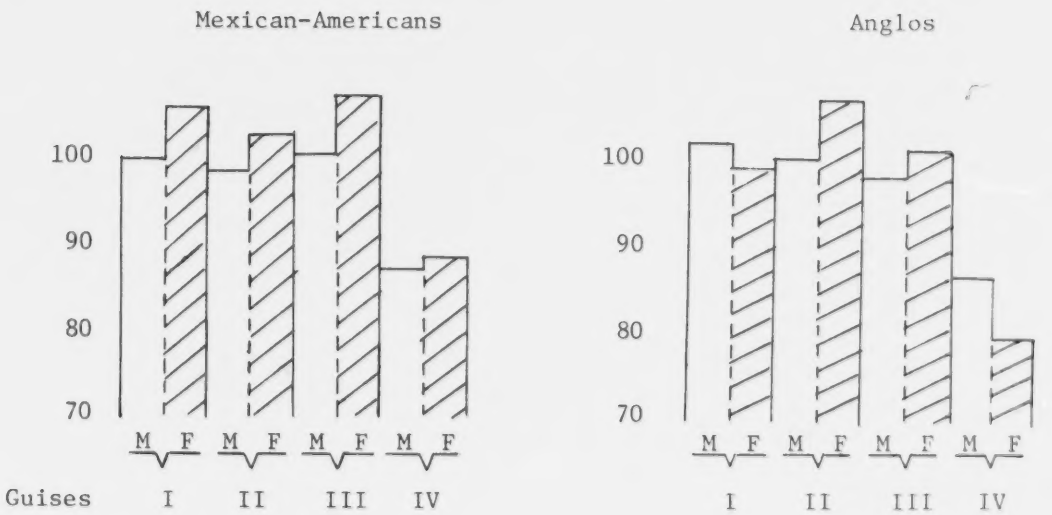


Fig. D-2. Guise I, Eng. (Span.). Characteristic 6, Very weak-Strong. Significant effects of race, sex, and grade.

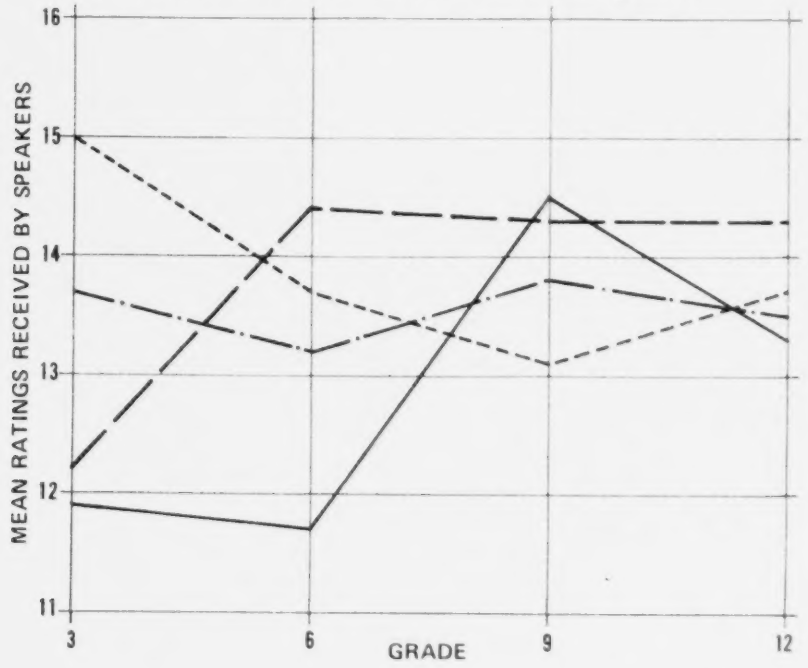


Fig. D-3. Guise III, Spanish. Characteristic 1, Very nice-Not nice at all. Significant effects of race, sex, and grade.

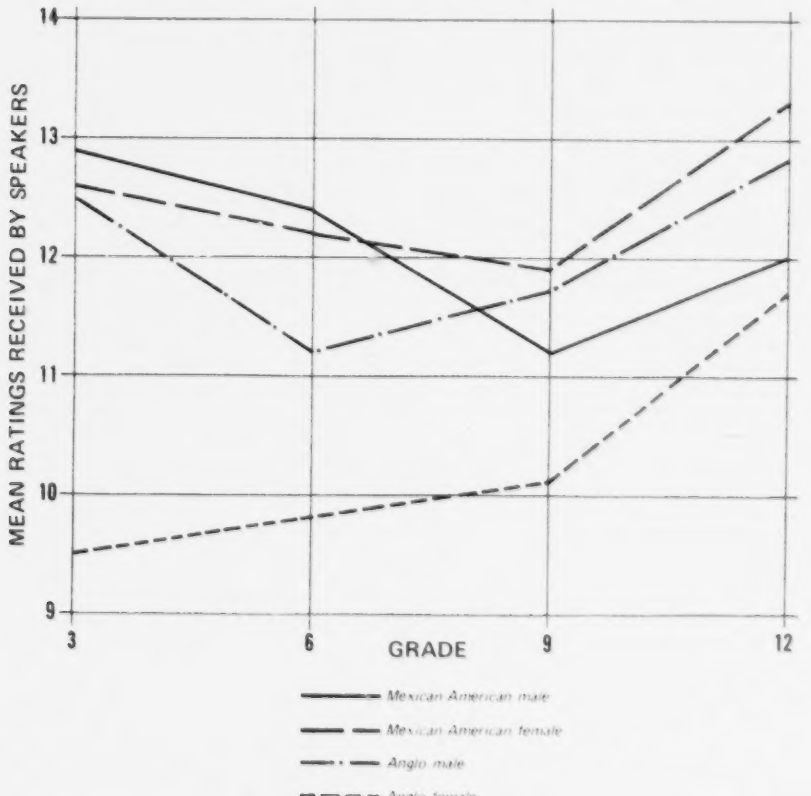


Fig. D-4. Guise III, Spanish. Characteristic 2, Very handsome-Ugly. Significant effects of race, sex, and grade.

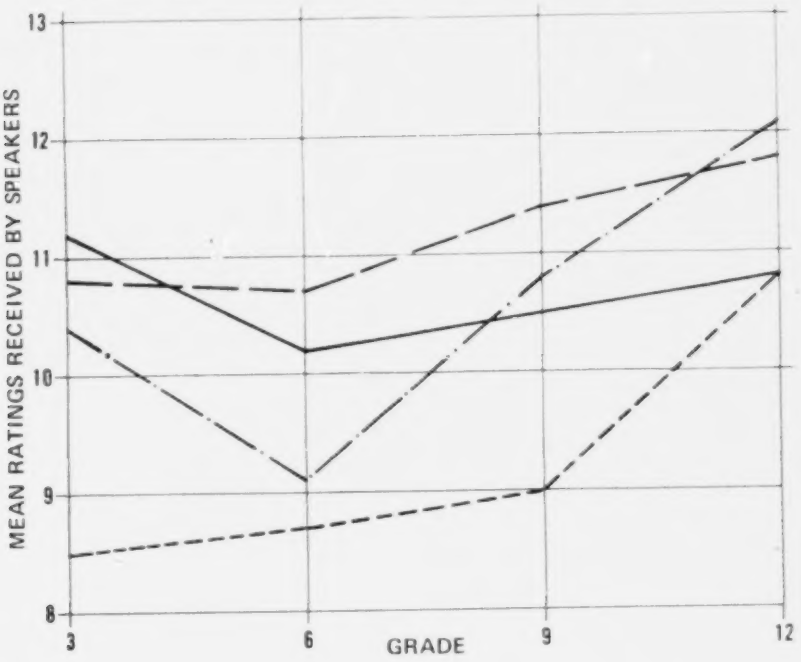


Fig. D-5. Guise III, Spanish. Characteristic 3, Very happy-Sad. Significant effects of race, sex, and grade.

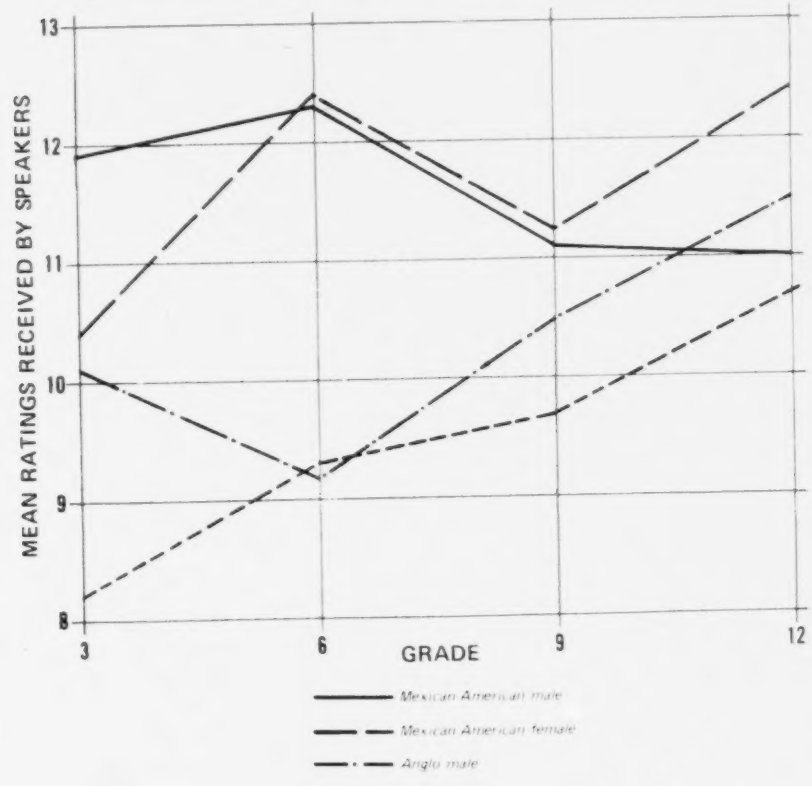


Fig. D-6. Guise II, Spanish. Characteristic 4, Very lazy-Works hard. Significant effect of grade.

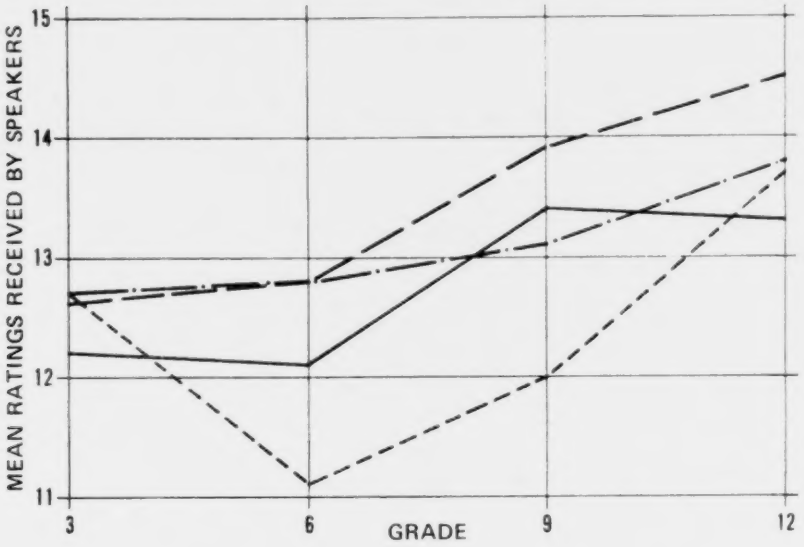


Fig. D-7. Guise III, Spanish. Characteristic 5, Very friendly-Enemy. Significant effect of race.

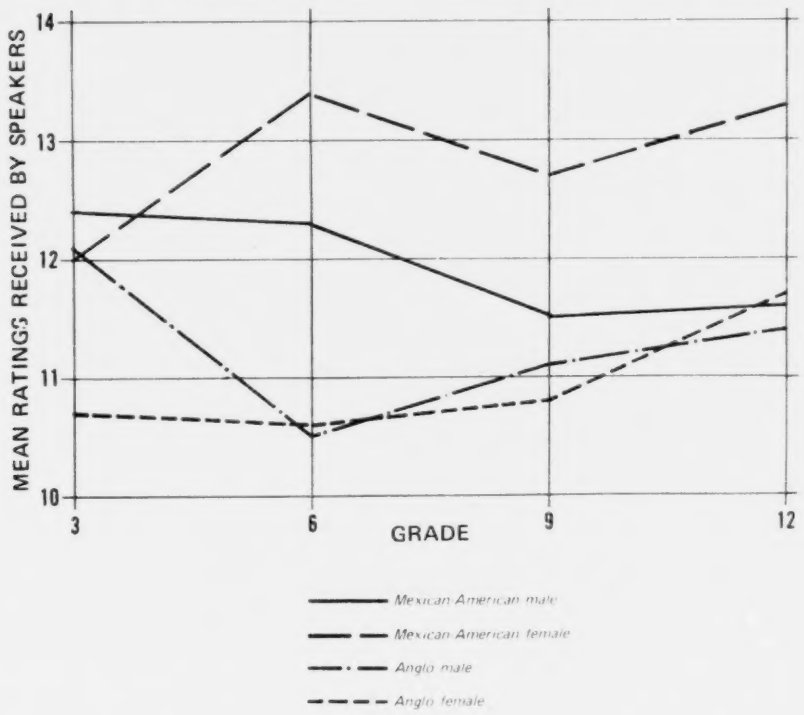


Fig. D-8. Guise III, Spanish. Characteristic 6, Very weak-Strong. Significant effect of sex.

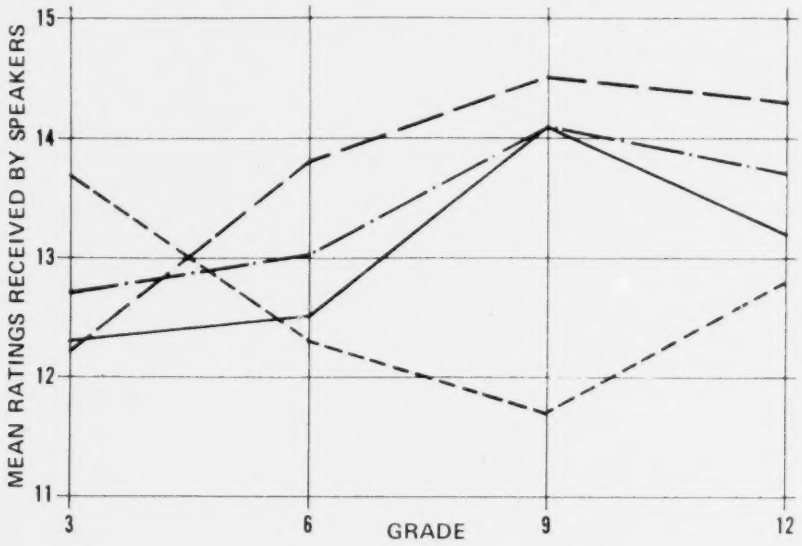


Fig. D-9. Guise III, Spanish. Characteristic 8, Very dirty-Clean. Significant effects of race and sex.

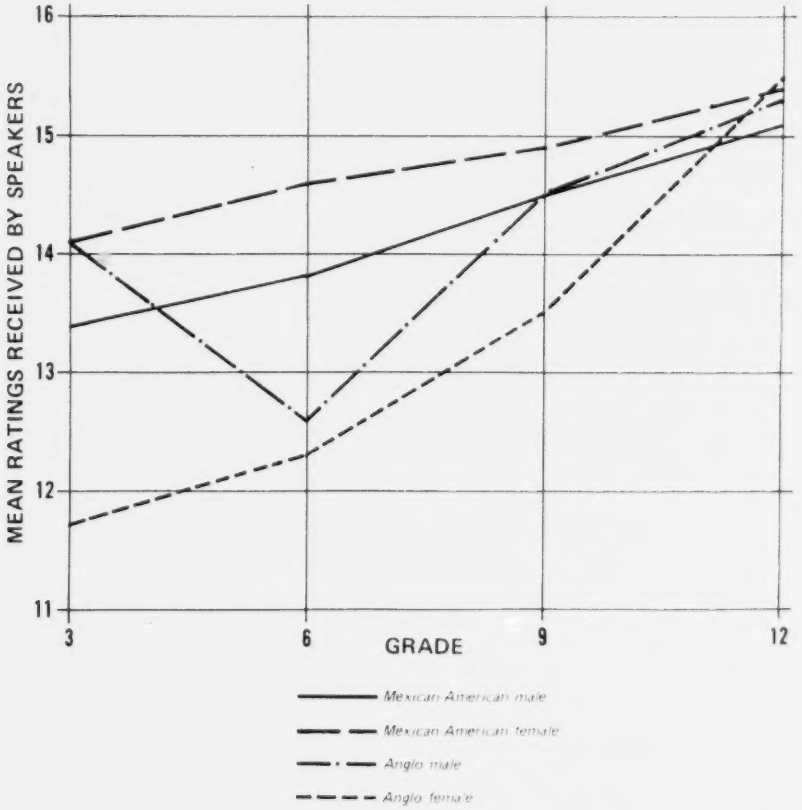


Fig. D-10. Guise III, Spanish. Total scores. Significant effects of race, sex, and grade.

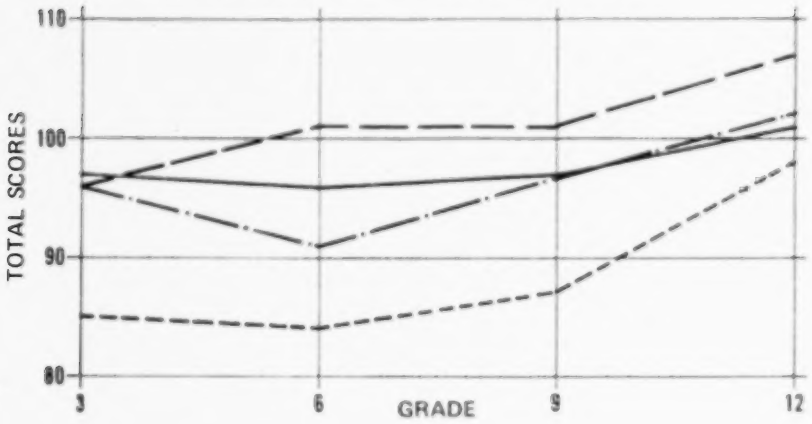
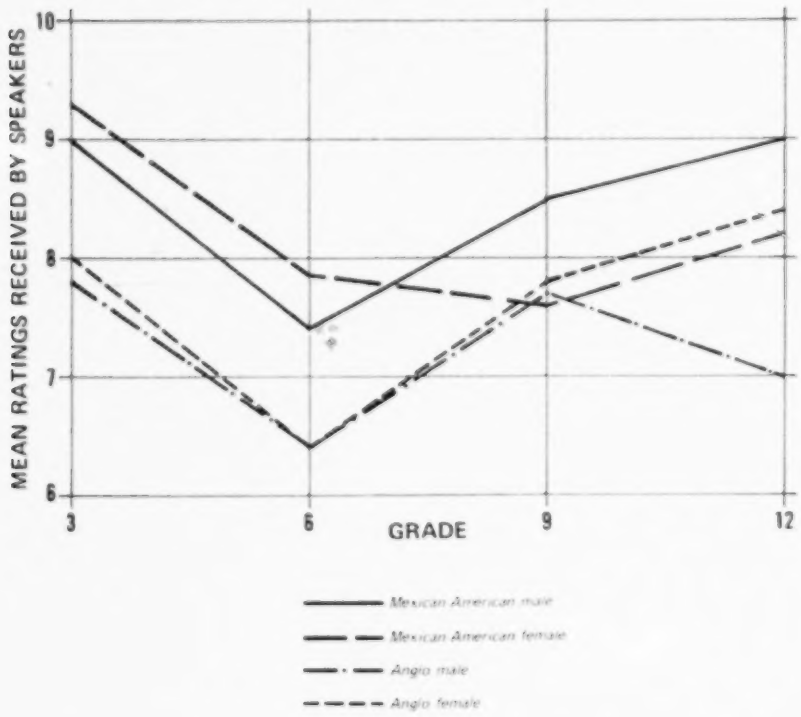


Fig. D-11. Variety IV, Hisp. English. Characteristic 3, Very happy-Sad. Significant effect of race and grade.



APPENDIX E

TABLE E-1

Multivariate Analysis of Variance: Effects of Guise and Sex on Ratings (8 Characteristics and Total Score) by 3rd Grade Mexican-American Students

Source	Sum of Squares		df	F
	Error Term	Factor		
1 (Very nice--Not nice at all)				
Sex		7.20	1,18	0.28
Guise	12481.56	2124.70	2,17	1.45
Sex and Guise	12481.56	19.90	2,17	0.01
2 (Very handsome--Ugly)				
Sex		5.00	1,18	0.12
Guise	7738.84	998.56	2,17	1.10
Sex and Guise	7738.84	68.96	2,17	0.07
3 (Very happy--Sad)				
Sex		14.45	1,18	0.87
Guise	20521.60	165.70	2,17	0.07
Sex and Guise	20521.50	1881.70	2,17	0.78
4 (Very lazy--Works hard)				
Sex		6.05	1,18	0.16
Guise	11645.69	245.21	2,17	0.18
Sex and Guise	11645.69	349.41	2,17	0.25
5 (Very friendly--Enemy)				
Sex		14.45	1,18	0.49
Guise	9771.69	81.01	2,17	0.07
Sex and Guise	9771.69	421.41	2,17	0.37
6 (Very weak--Strong)				
Sex		5.00	1,18	0.12
Guise	7446.04	97.76	2,17	0.11
Sex and Guise	7446.04	1076.96	2,17	1.23
7 (Very smart--Dumb)				
Sex		61.25	1,18	1.94
Guise	6133.25	834.75	2,17	1.16
Sex and Guise	6133.25	302.75	2,17	0.42
8 (Very dirty--Clean)				
Sex		0.00	1,18	0.00
Guise	3900.16	717.14	2,17	1.56
Sex and Guise	3900.16	686.74	2,17	1.50
9 (Total Score)				
Sex		500.00	1,18	0.42
Guise	4694402.96	133992.64	2,17	0.24
Sex and Guise	4694402.96	27287.44	2,17	0.05

TABLE E-2

Multivariate Analysis of Variance: Effects of Guise and Sex on Ratings (8 Characteristics and Total Score) by 3rd Grade Anglo Students

Source	Sum of Squares: Error Term	Sum of Squares: Factor	df	F
1 (Very nice--Not nice at all)				
Sex		98.30	1,9	2.34
Guise	275.00	2317.45	2,8	33.71**
Sex and Guise	275.00	304.36	2,8	4.43
2 (Very handsome--Ugly)				
Sex		6.57	1,9	0.19
Guise	2533.64	2652.54	2,8	4.19*
Sex and Guise	2533.64	1018.36	2,8	1.61
3 (Very happy--Sad)				
Sex		23.46	1,9	0.53
Guise	382.57	1041.43	2,8	10.89**
Sex and Guise	382.57	1058.88	2,8	11.07
4 (Very lazy--Works hard)				
Sex		12.89	1,9	0.78
Guise	1363.00	287.64	2,8	0.84
Sex and Guise	1363.00	448.36	2,8	1.31
5 (Very friendly--Enemy)				
Sex		42.19	1,9	1.70
Guise	1340.64	2019.08	2,8	6.02*
Sex and Guise	1340.64	59.08	2,8	0.18
6 (Very weak--Strong)				
Sex		32.47	1,9	1.49
Guise	924.78	395.30	2,8	1.71
Sex and Guise	924.78	7.67	2,8	0.03
7 (Very smart--Dumb)				
Sex		42.19	1,9	1.18
Guise	302.71	183.56	2,8	2.42
Sex and Guise	302.71	173.56	2,8	2.42
8 (Very dirty--Clean)				
Sex		22.91	1,9	0.89
Guise	1337.14	184.13	2,8	1.60
Sex and Guise	1337.14	184.13	2,8	1.63
9 (Total Score)				
Sex		1141.72	1,9	0.80
Guise	529336.50	1484343.86	2,8	11.22**
Sex and Guise	529336.50	422931.86	2,8	3.19

*$p < .05$
**$p < .01$

TABLE E-3

Multivariate Analysis of Variance: Effects of Guise and Sex on Ratings (8 Characteristics and Total Score) by 6th Grade Mexican-American Students

Source	Sum of Squares: Error Term	Sum of Squares: Factor	df	F
1 (Very nice--Not nice at all)				
Sex		14.29	1,27	0.58
Guise	8789.92	2853.08	2,26	4.22*
Sex and Guise	8789.92	912.94	2,26	1.35
2 (Very handsome--Ugly)				
Sex		37.99	1,27	1.52
Guise	16780.08	5676.61	2,26	4.40*
Sex and Guise	16780.08	216.34	2,26	0.17
3 (Very happy--Sad)				
Sex		42.54	1,27	2.64
Guise	23652.82	5578.18	2,26	3.06
Sex and Guise	23652.82	1651.28	2,26	0.91
4 (Very lazy--Works hard)				
Sex		119.76	1,27	5.64*
Guise	9428.71	298.42	2,26	0.41
Sex and Guise	9428.71	912.22	2,26	1.26
5 (Very friendly--Enemy)				
Sex		74.37	1,27	5.42*
Guise	4198.64	631.53	2,26	1.95
Sex and Guise	4198.64	208.91	2,26	0.65
6 (Very weak--Strong)				
Sex		244.80	1,27	12.29**
Guise	5903.00	365.79	2,26	0.80
Sex and Guise	5903.00	676.14	2,26	1.49
7 (Very smart--Dumb)				
Sex		57.55	1,27	2.14
Guise	8927.56	62.89	2,26	0.09
Sex and Guise	8927.56	911.44	2,26	1.33
8 (Very dirty--Clean)				
Sex		105.35	1,27	6.27*
Guise	6958.71	1390.08	2,26	2.60
Sex and Guise	6958.71	354.77	2,26	0.66
9 (Total Score)				
Sex		5500.98	1,27	9.35**
Guise	8075884.74	2245582.57	2,26	3.61
Sex and Guise	8075884.74	1018812.36	2,26	1.64

*$p < .05$
**$p < .01$

TABLE E-4

Multivariate Analysis of Variance: Effects of Guise and Sex on Ratings (8 Characteristics and Total Score) by 6th Grade Anglo Students

Source	Sum of Squares: Error Term	Sum of Squares: Factor	df	F
1 (Very nice--Not nice at all)				
Sex		2.47	1,22	0.21
Guise	2933.58	3972.00	2,21	14.22**
Sex and Guise	2933.58	724.67	2,21	2.59
2 (Very handsome--Ugly)				
Sex		0.17	1,22	0.01
Guise	2934.62	5021.71	2,21	17.97**
Sex and Guise	2934.62	151.71	2,21	0.54
3 (Very happy--Sad)				
Sex		1.57	1,22	0.13
Guise	8666.56	6963.27	2,21	8.44**
Sex and Guise	8666.56	586.60	2,21	0.71
4 (Very lazy--Works hard)				
Sex		1.34	1,22	0.07
Guise	7087.63	3313.04	2,21	4.91*
Sex and Guise	7087.63	1405.70	2,21	2.08
5 (Very friendly--Enemy)				
Sex		1.52	1,22	0.09
Guise	3211.29	5660.70	2,21	18.51**
Sex and Guise	3211.29	11.37	2,21	0.04
6 (Very weak--Strong)				
Sex		0.43	1,22	0.03
Guise	6278.73	1385.85	2,21	2.32
Sex and Guise	6278.73	310.85	2,21	0.52
7 (Very smart--Dumb)				
Sex		0.74	1,22	0.04
Guise	5302.19	11115.47	2,21	22.01**
Sex and Guise	5302.19	442.47	2,21	0.88
8 (Very dirty--Clean)				
Sex		6.48	1,22	0.34
Guise	3114.12	2651.55	2,21	8.94**
Sex and Guise	3114.12	520.21	2,21	1.75
9 (Total Score)				
Sex		14.57	1,22	0.02
Guise	5337170.43	7754912.57	2,21	15.26**
Sex and Guise	5337170.43	782164.57	2,21	1.54

*$p < .05$
**$p < .01$

TABLE E-5

Multivariate Analysis of Variance: Effects of Guise and Sex on Ratings (8 Characteristics and Total Score) by 9th Grade Mexican-American Students

Source	Sum of Squares: Error Term	Sum of Squares: Factor	df	F
1 (Very nice--Not nice at all)				
Sex		4.00	1,15	0.59
Guise	332.00	67.94	2,14	1.43
Sex and Guise	332.00	18.53	2,14	0.39
2 (Very handsome--Ugly)				
Sex		11.70	1,15	1.63
Guise	361.71	30.76	2,14	0.59
Sex and Guise	361.71	10.76	2,14	0.21
3 (Very happy--Sad)				
Sex		8.74	1,15	0.76
Guise	2039.66	29.99	2,14	0.10
Sex and Guise	2039.66	256.58	2,14	0.88
4 (Very lazy--Works hard)				
Sex		14.64	1,15	0.84
Guise	875.26	120.98	2,14	0.97
Sex and Guise	875.26	44.51	2,14	0.35
5 (Very friendly--Enemy)				
Sex		4.48	1,15	0.46
Guise	433.97	12.09	2,14	0.19
Sex and Guise	433.97	51.62	2,14	0.83
6 (Very weak--Strong)				
Sex		0.04	1,15	0.00
Guise	515.66	6.69	2,14	0.09
Sex and Guise	515.66	33.99	2,14	0.46
7 (Very smart--Dumb)				
Sex		8.07	1,15	0.77
Guise	1791.54	15.22	2,14	0.06
Sex and Guise	1791.54	105.57	2,14	0.41
8 (Very dirty--Clean)				
Sex		3.33	1,15	0.19
Guise	222.26	20.80	2,14	0.65
Sex and Guise	222.26	70.21	2,14	5.36
9 (Total Score)				
Sex		51.68	1,15	0.13
Guise	889167.20	75069.03	2,14	0.59
Sex and Guise	889167.20	83436.09	2,14	0.66

TABLE E-6

Multivariate Analysis of Variance: Effects of Guise and Sex on Ratings (8 Characteristics and Total Score) by 9th Grade Anglo Students

Source	Sum of Squares: Error Term	Sum of Squares: Factor	df	F
1 (Very nice--Not nice at all)				
Sex		16.07	1,12	4.79*
Guise	1992.47	1040.82	2,11	2.87
Sex and Guise	1992.47	303.67	2,11	0.84
2 (Very handsome--Ugly)				
Sex		37.78	1,12	2.29
Guise	2267.33	609.96	2,11	1.48
Sex and Guise	2267.33	280.82	2,11	0.68
3 (Very happy--Sad)				
Sex		0.07	1,12	0.01
Guise	1490.94	304.49	2,11	1.12
Sex and Guise	1490.94	194.20	2,11	0.72
4 (Very lazy--Works hard)				
Sex		18.28	1,12	1.87
Guise	5133.37	500.49	2,11	0.54
Sex and Guise	5133.37	360.49	2,11	0.39
5 (Very friendly--Enemy)				
Sex		14.00	1,12	3.13
Guise	1905.45	512.98	2,11	1.48
Sex and Guise	1905.45	140.98	2,11	0.41
6 (Very weak--Strong)				
Sex		44.64	1,12	5.91*
Guise	1336.33	55.82	2,11	0.23
Sex and Guise	1336.33	499.24	2,11	2.05
7 (Very smart--Dumb)				
Sex		0.28	1,12	0.06
Guise	3135.33	700.24	2,11	1.23
Sex and Guise	3135.33	156.53	2,11	0.27
8 (Very dirty--Clean)				
Sex		48.28	1,12	3.56
Guise	641.31	82.69	2,11	0.71
Sex and Guise	641.31	91.84	2,11	0.79
9 (Total Score)				
Sex		1080.64	1,12	5.01*
Guise	3058913.61	745185.39	2,11	1.34
Sex and Guise	3058913.61	189163.10	2,11	0.34

*$p < .05$

TABLE E-7

Multivariate Analysis of Variance: Effects of Guise and Sex on Ratings (8 Characteristics and Total Score) by 12th Grade Mexican-American Students

Source	Sum of Squares: Error Term	Sum of Squares: Factor	df	F
1 (Very nice--Not nice at all)				
Sex		25.31	1,15	2.79
Guise	210.22	132.60	2,14	4.41*
Sex and Guise	210.22	132.60	2,14	4.41
2 (Very handsome--Ugly)				
Sex		19.37	1,15	1.01
Guise	511.25	15.51	2,14	0.21
Sex and Guise	511.25	33.40	2,14	0.46
3 (Very happy--Sad)				
Sex		91.69	1,15	4.32*
Guise	1748.03	312.91	2,14	1.25
Sex and Guise	1748.03	23.03	2,14	0.09
4 (Very lazy--Works hard)				
Sex		32.03	1,15	3.30
Guise	287.92	43.14	2,14	1.05
Sex and Guise	287.92	27.85	2,14	0.68
5 (Very friendly--Enemy)				
Sex		36.72	1,15	9.14**
Guise	390.42	20.64	2,14	0.37
Sex and Guise	390.42	116.64	2,14	2.09
6 (Very weak--Strong)				
Sex		36.37	1,15	3.21
Guise	533.22	75.48	2,14	0.99
Sex and Guise	533.22	2.07	2,14	0.03
7 (Very smart--Dumb)				
Sex		1.73	1,15	0.37
Guise	269.50	124.62	2,14	3.24
Sex and Guise	269.50	22.97	2,14	0.60
8 (Very dirty--Clean)				
Sex		1.73	1,15	0.27
Guise	51.69	16.07	2,14	2.18
Sex and Guise	51.69	2.89	2,14	0.39
9 (Total Score)				
Sex		1332.29	1,15	7.41*
Guise	86399.17	31019.66	2,14	2.51
Sex and Guise	86399.17	6093.54	2,14	0.49

*$p < .05$
**$p < .01$

TABLE E-8

Multivariate Analysis of Variance: Effects of Guise and Sex on Ratings (8 Characteristics and Total Score) by 12th Grade Anglo Students

Source	Sum of Squares: Error Term	Sum of Squares: Factor	df	F
1 (Very nice--Not nice at all)				
Sex		19.05	1,11	1.40
Guise	173.05	54.95	2,10	1.59
Sex and Guise	173.05	141.41	2,10	4.08
2 (Very handsome--Ugly)				
Sex		34.88	1,11	1.78
Guise	168.86	37.91	2,10	1.12
Sex and Guise	168.86	122.83	2,10	3.64
3 (Very happy--Sad)				
Sex		19.81	1,11	1.18
Guise	462.71	427.75	2,10	4.62*
Sex and Guise	462.71	113.28	2,10	1.22
4 (Very lazy--Works hard)				
Sex		0.26	1,11	0.02
Guise	575.00	73.85	2,10	0.64
Sex and Guise	575.00	212.31	2,10	1.85
5 (Very friendly--Enemy)				
Sex		0.00	1,11	0.00
Guise	456.14	94.86	2,10	1.04
Sex and Guise	456.14	162.55	2,10	1.78
6 (Very weak--Strong)				
Sex		10.86	1,11	0.72
Guise	712.90	122.71	2,10	0.86
Sex and Guise	712.90	144.86	2,10	1.02
7 (Very smart--Dumb)				
Sex		3.87	1,11	0.43
Guise	70.48	6.68	2,10	0.47
Sex and Guise	70.48	49.75	2,10	3.53
8 (Very dirty--Clean)				
Sex		2.12	1,11	0.35
Guise	188.19	32.12	2,10	0.85
Sex and Guise	188.19	87.50	2,10	2.32
9 (Total Score)				
Sex		214.22	1,11	0.38
Guise	150496.95	70654.12	2,10	2.35
Sex and Guise	150496.95	84874.43	2,10	2.82

*$p < .05$

APPENDIX F

TABLE F-1

Analysis of Variance by Ethnic Background (Race), Sex, and Grade for Ratings Assigned to Guises I, II, III, and Speech Variety IV on Characteristic 1 (Very nice - Not nice at all)

	Guise and source	Sum of squares	df	Mean square	F
I	Eng.(Span.)				
	Mean	19108.99	1	19108.99	7705.49
	Race	5.34	1	5.34	2.15
	Sex	6.10	1	6.10	2.46
	Grade	7.56	3	2.52	1.02
	R x S	0.15	1	0.15	0.06
	R x G	7.27	3	2.42	0.98
	S x G	1.56	3	0.52	0.21
	R x S x G	13.27	3	4.42	1.78
	Error	319.91	129	2.48	
II	Eng.(Ang.Span.)				
	Mean	19820.83	1	19820.83	6484.83
	Race	5.05	1	5.05	1.65
	Sex	4.41	1	4.41	1.44
	Grade	5.89	3	1.96	0.64
	R x S	1.33	1	1.33	0.43
	R x G	22.34	3	7.44	2.43
	S x G	1.67	3	0.55	0.18
	R x S x G	20.82	3	6.94	2.27
	Error	394.29	129	3.06	
III	Spanish				
	Mean	17679.01	1	17679.01	4746.83
	Race	40.99	1	40.99	11.01**
	Sex	37.29	1	37.29	10.01**
	Grade	26.73	3	8.91	2.39
	R x S	16.07	1	16.07	4.31*
	R x G	12.47	3	4.16	1.12
	S x G	3.13	3	1.04	0.28
	R x S x G	11.78	3	3.93	1.05
	Error	480.44	129	3.72	
IV	Hispan.Eng.				
	Mean	14232.73	1	14232.73	3427.16
	Grade	18.51	3	6.17	1.48
	Race	3.24	1	3.24	0.78
	Sex	5.75	1	5.75	1.38
	G x R	11.71	3	3.90	0.94
	G x S	10.20	3	3.40	0.82
	R x S	2.50	1	2.50	0.60
	G x R x S	14.83	3	4.94	1.19
	Error	535.73	129	4.15	

*$p < .05$
**$p < .01$

TABLE F-2

Analysis of Variance by Ethnic Background (Race), Sex, and Grade for Ratings Assigned to Guises I, II, III, and Speech Variety IV on Characteristic 2 (Very handsome - Ugly)

	Guise and source	Sum of squares	df	Mean square	F
I	Eng.(Span.)				
	Mean	14976.07	1	14976.07	3859.65
	Race	0.71	1	0.71	0.18
	Sex	2.91	1	2.91	0.75
	Grade	37.54	3	12.51	3.22
	R x S	0.38	1	0.38	0.10
	R x G	7.70	3	2.57	0.66
	S x G	1.67	3	0.56	0.14
	R x S x G	5.74	3	1.91	0.49
	Error	500.54	129	3.88	
II	Eng.(Ang.Span.)				
	Mean	15660.22	1	15660.21	4325.78
	Race	4.78	1	4.78	1.32
	Sex	6.38	1	6.38	1.76
	Grade	5.03	3	1.68	0.46
	R x S	0.09	1	0.09	0.02
	R x G	17.05	3	5.68	1.57
	S x G	8.57	3	2.86	0.79
	R x S x G	8.25	3	2.75	0.76
	Error	467.01	129	3.62	
III	Spanish				
	Mean	13955.92	1	13955.92	3153.63
	Race	33.14	1	33.14	7.49**
	Sex	27.89	1	27.89	6.30*
	Grade	55.74	3	18.58	4.20*
	R x S	6.82	1	6.82	1.54
	R x G	15.50	3	5.17	1.17
	S x G	4.25	3	1.42	0.32
	R x S x G	6.17	3	2.05	0.46
	Error	570.87	129	4.42	
IV	Hispan.Eng.				
	Mean	9600.86	1	9600.86	2511.03
	Grade	32.51	3	10.83	2.83
	Race	0.44	1	0.44	0.11
	Sex	1.04	1	1.04	0.27
	G x R	33.42	3	11.14	2.91
	G x S	2.46	3	0.82	0.21
	R x S	0.60	1	0.60	0.16
	G x R x S	14.93	3	4.98	1.30
	Error	493.23	129	3.82	

*$p < .05$
**$p < .01$

TABLE F-3

Analysis of Variance by Ethnic Background (Race), Sex, and Grade for Ratings Assigned to Guises I, II, III, and Speech Variety IV on Characteristic 3 (Very happy - Sad)

	Guise and source	Sum of squares	df	Mean square	F
I	Eng.(Span.)				
	Mean	16095.68	1	16095.68	4830.22
	Race	0.11	1	0.11	0.03
	Sex	1.91	1	1.91	0.57
	Grade	4.72	3	1.57	0.47
	R x S	0.20	1	0.20	0.06
	R x G	4.63	3	1.54	0.46
	S x G	19.24	3	6.41	1.92
	R x S x G	18.34	3	6.11	1.83
	Error	429.86	129	3.33	
II	Eng.(Ang.Span.)				
	Mean	16235.09	1	16235.09	4130.51
	Race	1.08	1	1.08	0.27
	Sex	4.92	1	4.92	1.25
	Grade	24.98	3	8.33	2.12
	R x S	1.59	1	1.59	0.40
	R x G	12.02	3	4.01	1.02
	S x G	23.24	3	7.75	1.97
	R x S x G	3.27	3	1.09	0.28
	Error	507.04	129	3.93	
III	Spanish				
	Mean	14825.20	1	14825.19	3888.81
	Race	89.79	1	89.79	23.55**
	Sex	6.54	1	6.54	1.72
	Grade	23.44	3	7.81	2.05
	R x S	5.47	1	5.47	1.43
	R x G	32.59	3	10.86	2.85
	S x G	6.66	3	2.22	0.58
	R x S x G	18.13	3	6.04	1.58
	Error	491.78	129	3.81	
IV	Hispan.Eng.				
	Mean	7988.95	1	7988.95	3028.54
	Grade	47.98	3	15.99	6.06*
	Race	26.01	1	26.01	9.86**
	Sex	3.84	1	3.84	1.45
	G x R	4.40	3	1.47	0.56
	G x S	9.06	3	3.02	1.14
	R x S	0.19	1	0.19	0.07
	G x R x S	2.54	3	0.84	0.32
	Error	340.29	129	2.64	

*$p < .05$
**$p < .01$

TABLE F-4

Analysis of Variance by Ethnic Background (Race), Sex, and Grade for Ratings Assigned to Guises I, II, III, and Speech Variety IV on Characteristic 4 (Very lazy - Works hard)

	Guise and source	Sum of squares	df	Mean square	F
I	Eng.(Span.)				
	Mean	23223.70	1	23223.70	7401.37
	Race	0.46	1	0.46	0.15
	Sex	11.23	1	11.23	3.58
	Grade	15.98	3	5.33	1.70
	R x S	1.94	1	1.94	0.62
	R x G	25.35	3	8.45	2.69
	S x G	8.01	3	2.67	0.85
	R x S x G	18.12	3	6.04	1.92
	Error	404.77	129	3.14	
II	Eng.(Ang.Span.)				
	Mean	22298.74	1	22298.74	6102.67
	Race	0.98	1	0.98	0.27
	Sex	13.53	1	13.53	3.70
	Grade	9.22	3	3.07	0.84
	R x S	2.53	1	2.53	0.69
	R x G	27.39	3	9.13	2.50
	S x G	1.56	3	0.52	0.14
	R x S x G	12.86	3	4.29	1.17
	Error	471.36	129	3.65	
III	Spanish				
	Mean	21302.37	1	21302.37	5094.08
	Race	5.24	1	5.24	1.25
	Sex	13.41	1	13.41	3.21
	Grade	54.06	3	18.02	4.31*
	R x S	0.03	1	0.03	0.01
	R x G	5.77	3	1.92	0.46
	S x G	6.28	3	2.09	0.50
	R x S x G	7.17	3	2.39	0.57
	Error	539.45	129	4.18	
IV	Hispan.Eng.				
	Mean	17867.89	1	17867.89	3449.20
	Grade	22.97	3	7.65	1.48
	Race	6.25	1	6.25	1.21
	Sex	0.25	1	0.25	0.05
	G x R	11.32	3	3.77	0.73
	G x S	6.90	3	2.30	0.44
	R x S	2.52	1	2.52	0.49
	G x R x S	3.77	3	1.26	0.24
	Error	668.26	129	5.18	

*$p < .05$

TABLE F-5

Analysis of Variance by Ethnic Background (Race), Sex, and Grade for Ratings Assigned to Guises I, II, III, and Speech Variety IV on Characteristic 5 (Very friendly - Enemy)

	Guise and source	Sum of squares	df	Mean square	F
I	Eng.(Span.)				
	Mean	19124.44	1	19124.44	9426.03
	Race	0.00	1	0.00	0.00
	Sex	3.39	1	3.39	1.67
	Grade	1.55	3	0.51	0.25
	R x S	0.08	1	0.08	0.04
	R x G	5.73	3	1.91	0.94
	S x G	1.80	3	0.60	0.29
	R x S x G	13.03	3	4.34	2.14
	Error	261.73	129	2.03	
II	Eng.(Ang.Span.)				
	Mean	19645.88	1	19645.88	7134.41
	Race	1.18	1	1.18	0.43
	Sex	6.86	1	6.86	2.49
	Grade	10.39	3	3.46	1.26
	R x S	2.61	1	2.61	0.95
	R x G	2.78	3	0.92	0.34
	S x G	2.26	3	0.75	0.27
	R x S x G	17.83	3	5.94	2.16
	Error	355.22	129	2.75	
III	Spanish				
	Mean	17707.93	1	17707.93	4708.48
	Race	48.46	1	48.46	12.88**
	Sex	10.86	1	10.86	2.89
	Grade	4.22	3	1.41	0.37
	R x S	1.78	1	1.78	0.47
	R x G	14.75	3	4.91	1.31
	S x G	0.36	3	0.12	0.03
	R x S x G	13.66	3	4.55	1.21
	Error	485.15	129	3.76	
IV	Hispan.Eng.				
	Mean	14782.97	1	14782.97	4505.61
	Grade	4.82	3	1.61	0.49
	Race	12.15	1	12.15	3.70
	Sex	5.88	1	5.88	1.79
	G x R	7.82	3	2.60	0.79
	G x S	11.95	3	3.98	1.21
	R x S	1.59	1	1.59	0.48
	G x R x S	9.74	3	3.25	0.99
	Error	423.25	129	3.28	

**$p < .01$

TABLE F-6

Analysis of Variance by Ethnic Background (Race), Sex, and Grade for Ratings Assigned to Guises I, II, III, and Speech Variety IV on Characteristic 6 (Very weak - Strong)

	Guise and source	Sum of squares	df	Mean square	F
I	Eng.(Span.)				
	Mean	23417.92	1	23417.92	7967.05
	Race	4.65	1	4.65	1.58
	Sex	2.86	1	2.86	0.97
	Grade	12.47	3	4.16	1.41
	R x S	11.51	1	11.51	3.92
	R x G	41.00	3	13.66	4.65*
	S x G	11.33	3	3.78	1.28
	R x S x G	18.78	3	6.26	2.13
	Error	379.17	129	2.94	
II	Eng.(Ang.Span.)				
	Mean	23089.27	1	23089.27	7339.66
	Race	3.14	1	3.14	1.00
	Sex	2.00	1	2.00	0.64
	Grade	15.68	3	5.23	1.66
	R x S	0.72	1	0.72	0.23
	R x G	28.10	3	9.37	2.98
	S x G	23.96	3	7.98	2.54
	R x S x G	9.01	3	3.00	0.95
	Error	405.81	129	3.14	
III	Spanish				
	Mean	22284.64	1	22284.64	6044.79
	Race	3.31	1	3.31	0.90
	Sex	15.47	1	15.47	4.20*
	Grade	20.34	3	6.78	1.84
	R x S	0.04	1	0.04	0.01
	R x G	19.43	3	6.48	1.76
	S x G	15.51	3	5.17	1.40
	R x S x G	9.57	3	3.19	0.86
	Error	475.57	129	3.69	
IV	Hispan.Eng.				
	Mean	17164.78	1	17164.78	4248.36
	Grade	44.11	3	14.70	3.64
	Race	0.29	1	0.29	0.07
	Sex	3.84	1	3.84	0.95
	G x R	8.18	3	2.72	0.67
	G x S	26.88	3	8.96	2.22
	R x S	15.54	1	15.54	3.85
	G x R x S	9.55	3	3.18	0.79
	Error	521.20	129	4.04	

*$p < .05$

TABLE F-7

Analysis of Variance by Ethnic Background (Race), Sex, and Grade for Ratings Assigned to Guises I, II, III, and Speech Variety IV on Characteristic 7 (Very smart - Dumb)

	Guise and source	Sum of squares	df	Mean square	F
I	Eng.(Span.)				
	Mean	17130.26	1	17130.26	5344.60
	Race	12.78	1	12.78	3.99
	Sex	0.05	1	0.05	0.01
	Grade	3.89	3	1.30	0.40
	R x S	0.18	1	0.18	0.06
	R x G	9.84	3	3.28	1.02
	S x G	5.41	3	1.80	0.56
	R x S x G	23.90	3	7.97	2.48
	Error	413.46	129	3.20	
II	Eng.(Ang.Span.)				
	Mean	17156.67	1	17156.67	5221.09
	Race	0.17	1	0.17	0.05
	Sex	0.10	1	0.10	0.03
	Grade	4.63	3	1.54	0.47
	R x S	0.57	1	0.57	0.17
	R x G	0.51	3	0.17	0.05
	S x G	1.60	3	0.53	0.16
	R x S x G	20.35	3	6.78	2.06
	Error	423.90	129	3.29	
III	Spanish				
	Mean	15682.49	1	15682.49	4395.94
	Race	14.00	1	14.00	3.92
	Sex	3.97	1	3.97	1.11
	Grade	40.61	3	13.54	3.79
	R x S	5.30	1	5.30	1.49
	R x G	9.39	3	3.13	0.88
	S x G	3.72	3	1.24	0.35
	R x S x G	10.90	3	3.63	1.02
	Error	460.21	129	3.57	
IV	Hispan.Eng.				
	Mean	11123.53	1	11123.53	2022.87
	Grade	65.32	3	21.77	3.96
	Race	0.17	1	0.17	0.03
	Sex	3.02	1	3.02	0.55
	G x R	18.30	3	6.10	1.11
	G x S	1.96	3	0.65	0.12
	R x S	3.93	1	3.93	0.71
	G x R x S	11.50	3	3.83	0.70
	Error	709.35	129	5.50	

TABLE F-8

Analysis of Variance by Ethnic Background (Race), Sex, and Grade for Ratings Assigned to Guises I, II, III, and Speech Variety IV on Characteristic 8 (Very dirty - Clean)

	Guise and source	Sum of squares	df	Mean square	F
I	Eng.(Span.)				
	Mean	26605.68	1	26605.68	9049.30
	Race	9.30	1	9.30	3.16
	Sex	2.46	1	2.46	0.84
	Grade	24.89	3	8.30	2.82
	R x S	1.64	1	1.64	0.56
	R x G	15.27	3	5.09	1.73
	S x G	6.66	3	2.22	0.75
	R x S x G	16.09	3	5.36	1.82
	Error	379.27	129	2.94	
II	Eng.(Ang.Span.)				
	Mean	27343.32	1	27343.32	10326.93
	Race	0.04	1	0.04	0.01
	Sex	7.24	1	7.24	2.73
	Grade	17.93	3	5.97	2.26
	R x S	0.31	1	0.31	0.11
	R x G	3.15	3	1.05	0.40
	S x G	2.81	3	0.94	0.35
	R x S x G	16.19	3	5.40	2.04
	Error	341.56	129	2.65	
III	Spanish				
	Mean	25663.44	1	25663.44	6069.42
	Race	16.94	1	16.94	4.01
	Sex	19.06	1	19.06	4.51*
	Grade	74.44	3	24.81	5.87*
	R x S	3.15	1	3.15	0.74
	R x G	6.98	3	2.33	0.55
	S x G	10.15	3	3.38	0.80
	R x S x G	3.65	3	1.22	0.29
	Error	545.45	129	4.23	
IV	Hispan.Eng.				
	Mean	20957.35	1	20957.35	3703.24
	Grade	13.69	3	4.56	0.81
	Race	2.75	1	2.75	0.48
	Sex	6.16	1	6.16	1.09
	G x R	6.84	3	2.28	0.40
	G x S	13.75	3	4.58	0.81
	R x S	0.07	1	0.07	0.01
	G x R x S	6.95	3	2.32	0.41
	Error	730.03	129	5.66	

*$p < .05$

TABLE F-9

Analysis of Variance by Ethnic Background (Race), Sex, and Grade for Total Ratings Assigned to Guises I, II, III, and Speech Variety IV

	Guise and source	Sum of squares	df	Mean square	F
I	Eng.(Span.)				
	Mean	1264758.56	1	1264758.00	14232.02
	Race	167.02	1	167.02	1.88
	Sex	183.68	1	183.68	2.07
	Grade	279.07	3	93.02	1.05
	R x S	7.24	1	7.24	0.08
	R x G	495.39	3	165.13	1.86
	S x G	41.93	3	13.98	0.16
	R x S x G	780.24	3	260.08	2.93
	Error	11463.85	129	88.87	
II	Eng.(Ang.Span.)				
	Mean	1284747.07	1	1284747.00	12612.14
	Race	113.66	1	113.66	1.11
	Sex	270.68	1	270.68	2.66
	Grade	227.90	3	75.97	0.74
	R x S	10.06	1	10.06	0.10
	R x G	449.34	3	149.78	1.47
	S x G	253.72	3	84.57	0.83
	R x S x G	708.44	3	236.15	2.32
	Error	13140.70	129	101.86	
III	Spanish				
	Mean	1180230.79	1	1180230.00	9044.22
	Race	1433.57	1	1433.57	10.98**
	Sex	1006.45	1	1006.45	7.71**
	Grade	1616.42	3	538.80	4.13*
	R x S	162.74	1	162.74	1.25
	R x G	310.57	3	103.52	0.79
	S x G	17.84	3	5.95	0.04
	R x S x G	301.46	3	100.48	0.77
	Error	16833.92	129	130.49	
IV	Hispan.Eng.				
	Mean	891456.37	1	891456.37	6327.17
	Grade	1134.11	3	378.04	2.68
	Race	156.58	1	156.58	1.11
	Sex	27.62	1	27.62	0.20
	G x R	396.94	3	132.31	0.94
	G x S	157.98	3	52.66	0.37
	R x S	16.38	1	16.38	0.12
	G x R x S	337.16	3	112.39	0.80
	Error	18175.22	129	140.89	

*$p < .05$
**$p < .01$